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ABSTRACT

This publication is intended to serve as a companion volume to the Elementary-Secondary Guide for Oregon Schools, Part 1. Part 1 presented required minimum standards for Oregon public school districts; this volume suggests possible alternatives that districts might consider in meeting the minimum standards. The discussion is organized in four main sections that focus in turn on balancing educational policy alternatives, goal-based planning, instructional programs and areas of study, and support programs. Also included is an index that cross references particular state minimum standards to the relevant sections of this volume. (JG)

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ELEMENTARY-SECONDARY GUIDE

for

OREGON SCHOOLS

Part II

SUGGESTIONS

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EA 009 602

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FOREWORD

This publication is a companion to the *Elementary-Secondary Guide for Oregon Schools: Part I, Minimum Standards for Public Schools.* Part I focuses on requirements local school districts must meet. Part II *SUGGESTS* alternatives districts might consider in implementing the minimum standards.

Part II is a product from many Oregon educators. Contributions came from teachers, supervisors, administrators and school board members, as well as from professional organizations such as the Oregon Education Association, the Confederation of Oregon School Administrators, subject matter associations and others. Staff at the Oregon Department of Education coordinated the work with review and counsel from a committee of local school district representatives.

Hopefully this publication will help school districts plan, implement and evaluate education experiences for the young people in Oregon. With that in mind, "SUGGESTED GOALS" for both the instructional and support programs have been written from the student and community view–either as student performance outcomes in instructional programs or as student, staff and community benefits from support programs.

Verne A. Duncan
State Superintendent of
Public Instruction

CONTENTS

INTRODUCTION 1

BALANCING ALTERNATIVES: "MUSTS" & "MAYS" FOR PLANNING 5

Equal Educational Opportunity . . . 7
Elementary Education . . . 8
Secondary Education . . . 11
Resources . . . 13

GOAL-BASED PLANNING 15

Instructional Planning . . . 17
Support Planning . . . 17
Setting Goals and Specifying Competencies . . . 18
Assessment . . . 21
Needs Identification . . . 26
Program Improvements . . . 29
Resources . . . 31

INSTRUCTIONAL PROGRAMS & AREAS OF STUDY 33

Art Education . . . 35
Business Education . . . 37
Career Education . . . 39
Career Awareness . . . 41
Career Exploration . . . 43
Career Preparation . . . 45
Citizenship/Government . . . 47
Consumer Education/Economics/Personal Finance . . . 49
Environmental Education . . . 51
Foreign Language . . . 53
Health Education . . . 55
Home Economics . . . 57
Industrial Arts . . . 59
Language Arts/English . . . 61
Mathematics . . . 63
Music Education . . . 65
Physical Education . . . 67
Science . . . 69
Social Studies/History . . . 71
Traffic Safety . . . 73
Vocational Education . . . 75
Accounting Occupations . . . 77
Agriculture Occupations . . . 79
Clerical Occupations . . . 81
Construction Occupations . . . 83
Diversified Occupations . . . 85
Electrical-Electronics Occupations . . . 87
Food Services Occupations . . . 89
Forest Products Occupations . . . 91

Graphic Communications Occupations 93
Health Occupations 95
Industrial Mechanics Occupations 97
Marketing Occupations 99
Metals Occupations 101
Service Occupations 103
Steno-Secretarial Occupations 105

SUPPORT PROGRAMS 107

Administration 109
Auxiliary Services 113
Custodial Services 115
Facilities 117
Safety 119
School Food Services 121
Transportation 123
Media 125
Staff 127
Student Services 129

INDEX (Part I to Part II) 131

ILLUSTRATIONS

Tables

1 Suggested K-8 Curriculum Balance 9
2 Required & Optional K-12 Curriculum 10
3 Suggested Assignment: Areas of Study to Programs 12
4 Starting Points When Setting Goals: Benefits & Drawbacks 20
5 Sample Results of Examining Programs Selected for Assessment 24
6 Sample Assessment Results and Needs Identification Strategy 28

Figures

1 Sample Complementary Goals and Competencies 19
2 Classifying and Completing Goal Sets 22
3 Assessment of Group and Individual Performance 23

INTRODUCTION

Part II is a book of *SUGGESTIONS*.

Hopefully districts may find help here to meet–and to go beyond–the Minimum Standards for Public Schools published in 1976 as Part I. Part II is *NOT* the authority for accreditation. Part I is.

Viewed as merely one of *three* parts, Part II fits a plan to make information about standards available in this way:

publication	chiefly for	to give
Elementary-Secondary Guide: Part I	policy makers administrators curriculum planners	*requirements* for state minimum standards for public schools
Elementary-Secondary Guide: Part II	administrators curriculum planners	*suggestions* for meeting minimum standards . . . and for going beyond (instructional and support programs treated in general and published collectively)
Guides & Handbooks (parts III)	curriculum planners teachers administrators	*suggestions* for meeting minimum standards . . . and for going beyond (instructional and support programs or parts of them treated in detail and published separately)

NOTE: Publications herein cited by title and date only are state publications. Queries about those with an asterisk (*) may be addressed to Career Education Dissemination Specialist; queries about all others (except as noted) may be addressed to Documents Clerk, Oregon Department of Education, Salem, Oregon 97310.

BALANCING ALTERNATIVES

"MUSTS" & "MAYS"

FOR

PLANNING

Educational services come to students through instructional and support programs. Instructional programs bring the curriculum (e.g., math, science, art, music). Support programs bring whatever else helps to make curriculum effective (e.g., administration, transportation, media, guidance & counseling).

EQUAL EDUCATIONAL OPPORTUNITY

Making decisions about either instructional or support programs calls for balancing alternatives: Will *all* students have equal opportunity to profit from the local educational services? This question must be addressed from the outset as districts plan or revise *any* instructional or support program.

Thus whatever conditions or discriminations potentially affect *any* student in *any* program at *any* level K-12 must legitimately be anticipated when planning the local educational system. Presently *all* students must have equal opportunity to participate in programs and equal access to facilities regardless of national origin, race, religion, sex, marital status, family financial condition, age, handicap, or primary or home language other than English. No person "shall be subjected to discrimination in any public elementary [or] secondary . . . education program or service, school or interschool activity . . . where the program, service, school or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly." [ORS 659.150(2)]

In short, this statute and other Oregon Revised Statutes and Administrative Rules* spell out what must be attended to assure equal educational opportunities when local districts develop *any* instructional or support program. Covered, for example, are access to offerings and facilities; employment; textbook selection; school and interschool activities (including athletics); instruction in ethics and morality; special education (handicapped); and educationally able and gifted children.

Local districts may provide these equal educational opportunities in many ways. But whatever options they choose, districts should

carefully plan combinations of instructional strategies, educational management techniques and specialized supportive services aimed at improving and strengthening the functioning levels of the target student population.

plan, develop and implement curriculums to provide for the unique educational needs of all children.

diagnose and assess all children's strengths and weaknesses, taking into account the unique physical and psychological needs and abilities of each child.

prescribe instruction regularly reviewed, evaluated and modified to provide for each child's educational growth and social and emotional development.

determine on an individual basis which instructional programs will be least restrictive for children. Instructional programs should provide for the adaptation of teaching methodologies and activities, supplementary instructional materials, diversified teaching devices, diversified teaching staffs, and educational philosophies to reflect the pluralistic realities of our society.

whenever possible, make use of pertinent existing educational and community resources.

With balanced alternatives for equal educational opportunities in mind, then districts may reasonably plan or revise their instructional programs and, of course, their support programs to complement.

---

*And Public Laws and federal regulations – see *Equal Educational Opportunity Resource Handbook*, p. 13 herein.

ELEMENTARY EDUCATION

Minimum Standards for Public Schools (specifically OAR 581-22-221) require that students in grades K-8 receive instruction in eight programs unless exempted by local boards for religious or cultural beliefs or for physical, sensory or other handicaps. Districts must offer K-8 instruction in language arts, mathematics, science, social studies, health education, physical education, music education and art education. Further—by 9-1-77, districts must offer K-8 instruction compatible with minimum competencies required for graduation at receiving secondary schools (OAR 581-22-222).

Bases for requiring named instructional programs in the elementary schools in Oregon come from the Oregon Constitution and the Oregon Revised Statutes.

The Oregon Constitution directs the Legislative Assembly to provide by law for establishing a uniform and general system of common schools (Article VIII, Section 3). The legislature has carried out that provision by enacting Oregon Revised Statute 326.051 (1). That statute directs the State Board of Education to establish state standards for public kindergartens and public elementary and secondary schools and to prescribe required or minimum courses of study.

Establishing a prescribed elementary instructional program founded upon the Oregon Constitution, Oregon Revised Statutes and Minimum Standards for Public Schools merely tries to assure that every Oregon student, regardless of the size, resources and location of the local school district, will receive equal educational opportunity at least to an accepted measure.

Even though minimum standards prescribe certain instruction for pupils in elementary grades, local districts have options when developing and implementing the instruction. Districts may provide instruction in addition to that required. They may determine schedules and time allotments. They may set up special classes or combine concepts and learning activities into already existing classes.

Such options in a goal-based planning system have only one string attached: Are options chosen consistent with expected learner outcomes stated in the district's own goal sets (state to *district* to *program* to *course)*? If "yes," and if the district offers the eight required programs, and if—by 9-1-77—it offers K-8 instruction compatible with minimum competencies required for graduation at receiving secondary schools, then the district meets the elementary instructional programming portion of the minimum standards.

In view of local district goal expectations, then, regularly scheduled K-8 instruction *may* look like this:

Language arts (including reading), mathematics, social science and physical education each year K-8

Science, health education, music education and art education each year K-6

Science and health education for one year in grade 7 or 8, or one semester each in grades 7 and 8

General music (including topical mini-courses) organized for a minimum of one semester in either grade 7 or 8 for all students not enrolled a full year in instrumental or vocal music

Art education for at least one semester in either grade 7 or 8

Career exploration opportunities as appropriate in grades 7 and 8—e.g., home economics or industrial arts

Program schedules should be flexible enough to meet varying needs of students and to accommodate varying teaching styles of staff, but sufficiently structured to assure that students receive a balanced curriculum. Subject to variations justified by local situations, a balanced curriculum may provide time allotments for instructional programs (expressed as percentages of total class time) similar to Table 1.

Table 1

SUGGESTED K-8 CURRICULUM BALANCE

Instructional Program*	Primary K-3	Intermediate 4-6	Upper 7-8
Art Education	7%	7%	7%
Health Education	7%	8%	8%
Language Arts	40%	35%	20%
Mathematics	15%	15%	15%
Music Education	7%	7%	7%
Physical Education	8%	8%	8%
Science	7%	10%	15%
Social Studies	9%	10%	20%

*Areas of study (see page 11) such as traffic safety education, career education, environmental education, consumer education, ethics and morality education, and citizenship education may be combined in curriculum where most appropriate. Time allotments in grades 7 and 8 may require adjusting to accommodate career exploration opportunities.

When planning K-8 schedules, local districts should, moreover, give careful thought to

selecting textbooks and other instructional materials (see ORS 337.120 and ORS 337.141).

scheduling physical education, music education and recesses to break longer periods of concentrated desk work and to provide changes of activities.

using media, including television or radio.

teaching skills in art and music not only as disciplines, but also to enrich many other subjects.

ending childrens' and teachers' days with feelings of accomplishment and satisfaction.

implementing goals and contents of two or more instructional programs or subjects through block scheduling to teach related skills and concepts in the most meaningful ways.

And, districts must remember as they plan elementary schedules: K-8 instruction must—by 9-1-77—provide students with opportunities to acquire knowledge and skills to satisfy minimum competencies required for graduation at receiving secondary schools. Students may demonstrate competencies—and have them verified—any time during their 12 years of schooling (although usually they do so as they prepare in high school for graduation). Districts, then, must carefully plan and make clear to everyone affected when and where students may demonstrate competencies and get them verified. But regardless of when and where demonstrating and verifying take place, instruction to assure development of minimum competencies *begins* in the elementary programs.

Viewed from the minimum standards looking toward a high school diploma, the K-12 instructional pattern appears in Table 2.

Table 2

REQUIRED & OPTIONAL K-12 CURRICULUM

Instructional Programs & Areas of Study	K-8		9-12	
	*Must**	*May*	*Must**	*May*
Art Education	x			x
Business Education		⊗		x
Career Education		x	x	
Career Awareness		x		x
Career Exploration		x		x
Career Preparation		⊗		x
Citizenship/Government		x	x	
Consumer Education/Economics/Personal Finance		x	x	
Environmental Education		x		x
Foreign Language		x		x
Health Education	x		x	
Home Economics		x		x
Industrial Arts		x		x
Language Arts/English	x		x	
Mathematics	x		x	
Music Education	x			x
Physical Education	x		x	
Science	x		x	
Social Studies/History	x		x	
Traffic Safety		x		x
Vocational Education				
Accounting Occupations		⊗		x
Agriculture Occupations		⊗		x
Clerical Occupations		⊗		x
Construction Occupations		⊗		x
Diversified Occupations		⊗		x
Electrical-Electronics Occupations		⊗		x
Food Services Occupations		⊗		x
Forest Products Occupations		⊗		x
Graphic Communications Occupations		⊗		x
Health Occupations		⊗		x
Industrial Mechanics Occupations		⊗		x
Marketing Occupations		⊗		x
Metals Occupations		⊗		x
Service Occupations		⊗		x
Steno-Secretarial Occupations		⊗		x

⊗ = normally not offered

*(1) In addition, the local board *must* adopt and make available to the community minimum competencies it is willing to accept as evidence students are equipped to function in the society in which they live. The district, moreover, *must* identify performance indicators it uses to verify those competencies; and the school *must* provide instruction for those students who need it (if any). But the school *may* decide *when* and *where* students get such instruction—if at all and in which programs.

(2) Districts *must* offer 9-12 "electives"; those "electives" *may* be any of the above suggested programs, or districts *may* add new ones.

How do competencies, programs, areas of study–and units of credit–all fit into the K-12 instructional pattern? As ways to make the high school diploma "mean something."

One may view the uniform and general system of common schools called for by the Oregon Constitution as mirroring a tidy set of universal programs districts must offer. But such tidy agreement does not exist, . . . and the other three dimensions merely try to help describe what–and how much of it–students must learn to graduate. Attention has evolved to focus on the 9-12 curriculum; but by 9-1-77, districts *must* shift their attention to focus on their K-12 curriculum.

New "Graduation Requirements" (merely one of 47 rules in the minimum standards) wed three notions, to which a fourth is added:

"Programs" refers to that presumably tidy set of agreed-upon ways to organize related activities toward a common goal.

"Areas of Study" *could* be "programs," but *need not be*; they answer: What should students learn even if their district has no formal "program" for it?

"Units of Credit" answer: How much of that "area of study" is enough to graduate?

"Competencies" answer: What have students demonstrated they can do with what they have learned? (*Usually*–but *not necessarily*–secondary students demonstrate "competencies" while earning "units of credit" in "areas of study" in traditional "programs.")

The state has fixed

8 elementary "programs" . . .	NO secondary "programs"
NO elementary "areas of study" . . .	10 secondary "areas of study"
NO elementary "units of credit" . . .	21 secondary "units of credit"
NO elementary "competencies" . . .	NO secondary "competencies" . . . however,

"competencies" necessary to function in *ten* named categories *must* be demonstrated and verified–when and where local districts decide.

By way of example, a K-12 district *must* have an elementary math "program." It *may* have a secondary math "program," but it *must* have a secondary math "area of study" where students may earn one "unit of credit." *If* the district has no secondary math "program," students *could* earn their "unit of credit" in their math "area of study" in a combination of other "programs"–say, science and industrial arts. (These other "programs" would, however, have to accommodate the minimum 130 clock hours to satisfy a "unit of credit" in math, and such arrangement would have to be compatible with the district's own goal sets.) *No* minimum "competencies" *must* be demonstrated and verified in this example, but likely those to "compute" *would be*–when and where the local district decided.

Viewed from the minimum standards looking again toward a high school diploma, the 9-12 instructional pattern appears in Table 3.

Table 3

SUGGESTED ASSIGNMENT: AREAS OF STUDY TO PROGRAMS

Common Programs (Middle & High School)	Required Areas of Study & Units of Credit ( ) *										
	Language Arts/ English (3)	*Mathematics (1)*	*Social Studies/ History (1)*	*Citizenship/ Government (1)*	*Science (1)*	*Health Education (1)*	*Physical Education (1)*	*Con Ed/Econ/ Pers Fin (1)*	*Career Education (1)*	*Electives (10)*
Art & Crafts									X	X
Business Education								X	X	X
Foreign Language	X								X	X
Health Education						X			X	X
Home Economics				X		X		X	X	X
Industrial Arts									X	X
Language Arts	X								X	X
Mathematics		X						X	X	X
Music									X	X
Personal Finance				X				X	X	X
Physical Education							X		X	X
Science					X				X	X
Social Studies			X	X				X	X	X
Speech & Drama	X								X	X
Traffic Safety				X					X	X
Accounting Occupations									X	X
Agriculture Occupations									X	X
Clerical Occupations									X	X
Construction Occupations									X	X
Diversified Occupations									X	X
Electrical-Electronics Occupations									X	X
Food Services Occupations									X	X
Forest Products Occupations									X	X
Graphic Communications Occupations									X	X
Health Occupations									X	X
Industrial Mechanics Occupations									X	X
Marketing Occupations									X	X
Metals Occupations									X	X
Service Occupations									X	X
Steno-Secretarial Occupations									X	X

*Local districts *must* assign areas of study to one or more programs. Program goals, then, *must* be adopted in all programs to which an area of study has been assigned. Districts *must* be able to trace units of credit to specific programs, and they *must* make planned course statements available to anyone interested.

Giving *all* students in elementary and secondary education equal opportunities to earn a high school diploma means asking: How? The state believes local districts may do it best through goal-based planning.

RESOURCES

Equal Educational Opportunity Resource Handbook (1976)

Contains federal and state EEO provisions (for education and employment); sources of federal and state grant-in-aid (for minority, national origin and racial groups; educationally disadvantaged; aged; physically and mentally handicapped and special learning handicaps; female equity; bilingual/bicultural); plus names of organizations and other publications available (for the same groups).

Equal Opportunities in Education: Instruction and Employment (1977)

Contains suggestions and models for employment and personnel practices (equal *EMPLOYMENT* opportunity) and for instructional and school activity programs (equal *EDUCATIONAL* opportunity)—the two halves commonly known as EEO and made up of such commonly recognized phrases as Affirmative Action, Title IV Civil Rights, Special Education (PL 94-142), Bilingual and Bicultural Education, Title IX, etc.

Graduation Requirements Guidelines, Revised (1977)

A planned draft to replace the original six-part series, to include suggestions, sample practices and policies for district implementation of the graduation requirements portion of the minimum standards.

"Minimum Standards for Oregon Schools: A Summary" (1976)

A leaflet describing how new minimum standards came to be.

Minimum Standards for Oregon Schools: Resources, Spring 1977

A booklet describing a variety of resources available to Oregon educators—e.g., publications, workshops, development activities.

Toward Competency: A Guide for Individualized Instruction (1974)

Performance-based curriculum help for educable mentally retarded—developmentally sequenced in teacher and student editions.

GOAL-BASED PLANNING

An educational system should be organized to meet the needs of students and the society in which they live and work. Educational planning should promote and enhance the scope and quality of their learning. This is true whether planning instructional programs or planning support programs.

INSTRUCTIONAL PLANNING

By law (ORS 326.011) the State Board of Education must consider goals of "modern education" and requirements of a sound, comprehensive curriculum best suited to student and public needs. In giving this direction, the Legislative Assembly intends to fulfill its constitutional charge to establish a uniform and general system of common schools. The Board in turn has chosen to delegate much curriculum-related decision making to local schools, since it believes the operation of schools is most appropriately carried out locally.

To provide local schools with a framework for making curriculum-related decisions, the Board has included in the minimum standards four processes for schools: (1) setting goals and specifying competencies; (2) assessment; (3) needs identification; and (4) program improvements.

Establishing this framework helps to assure subject matter and school resources responsive to the educational outcomes a local community expects. Setting goals and specifying competencies establish what those outcomes may be. Assessment estimates the degree to which programs and students achieve those outcomes. Needs identification clarifies program and student needs that may affect attaining those outcomes. Program improvements reflect those program revisions necessary to attain desired program and student outcomes.

Ideally, instructional planning starts with setting goals and proceeds through the framework in the sequence above. In practice, districts can begin at almost any point, as long as learner outcomes are used as a common frame of reference.

SUPPORT PLANNING

Legal statutes and rules govern the design and implementation of programs to support instruction, just as for instructional planning itself. Although not required by the minimum standards (except for guidance and counseling), goals may be set for these support programs. Districts may assess the degree to which their goals are being attained, identify support needs, and take action accordingly. Doing so makes practical sense, since understanding the outcomes of instruction may well depend on understanding the supporting programs. Goals for support programs, if districts *choose* to write them, should focus on those provisions considered important to helping instructional programs develop the desired learner outcomes.

The balance of this section on goal-based planning thus concentrates on instructional planning required by the minimum standards. Some suggested characteristics of support programs, including sample goals, may be found in the **SUPPORT PROGRAMS** section of this guide.

SETTING GOALS AND SPECIFYING COMPETENCIES

In general, a goal expresses a desired outcome toward which effort is directed. *In the minimum standards, goals are described as statements of desired learner outcomes at various instructional levels (district, program, coarse).*

The minimum standards specify state goals for elementary and secondary education. These goals urge learners to prepare for a variety of life roles.

Local school districts must establish (a) board-adopted goals for the district; (b) goals for each instructional program offered (see Table 3); and (c) goals for each course offered within each program grades 9-12. These sets of goals must be interrelated so that course goals complement program goals and program goals complement district goals and district goals complement state goals.

Moreover, students are expected to demonstrate minimum competencies. Each high school district must determine those competencies it will accept as evidence students are equipped to function in the society in which they live, and specify which competencies must be demonstrated for a student to graduate.

Goals and competencies, then, are merely guideposts. They serve to give direction to planning. They provide common language for discussing strengths and weaknesses. Since what takes place in schools is a matter of public concern, requiring local boards to adopt district goals may assure a forum for expression of public concern. Broad community interaction can provide for new and continuing understanding between the school and its community about "What's going on?"

Although districts may begin setting goals and specifying competencies at almost any point, their goals and competencies must reflect learner outcomes districts consider desirable, and sets of goals and competencies must be logically consistent and mutually supportive. Figure 1 illustrates complementary goals and competencies. Table 4 summarizes benefits and drawbacks when districts start to develop or revise their system of goals at different points.

Figure 1

SAMPLE COMPLEMENTARY GOALS AND COMPETENCIES

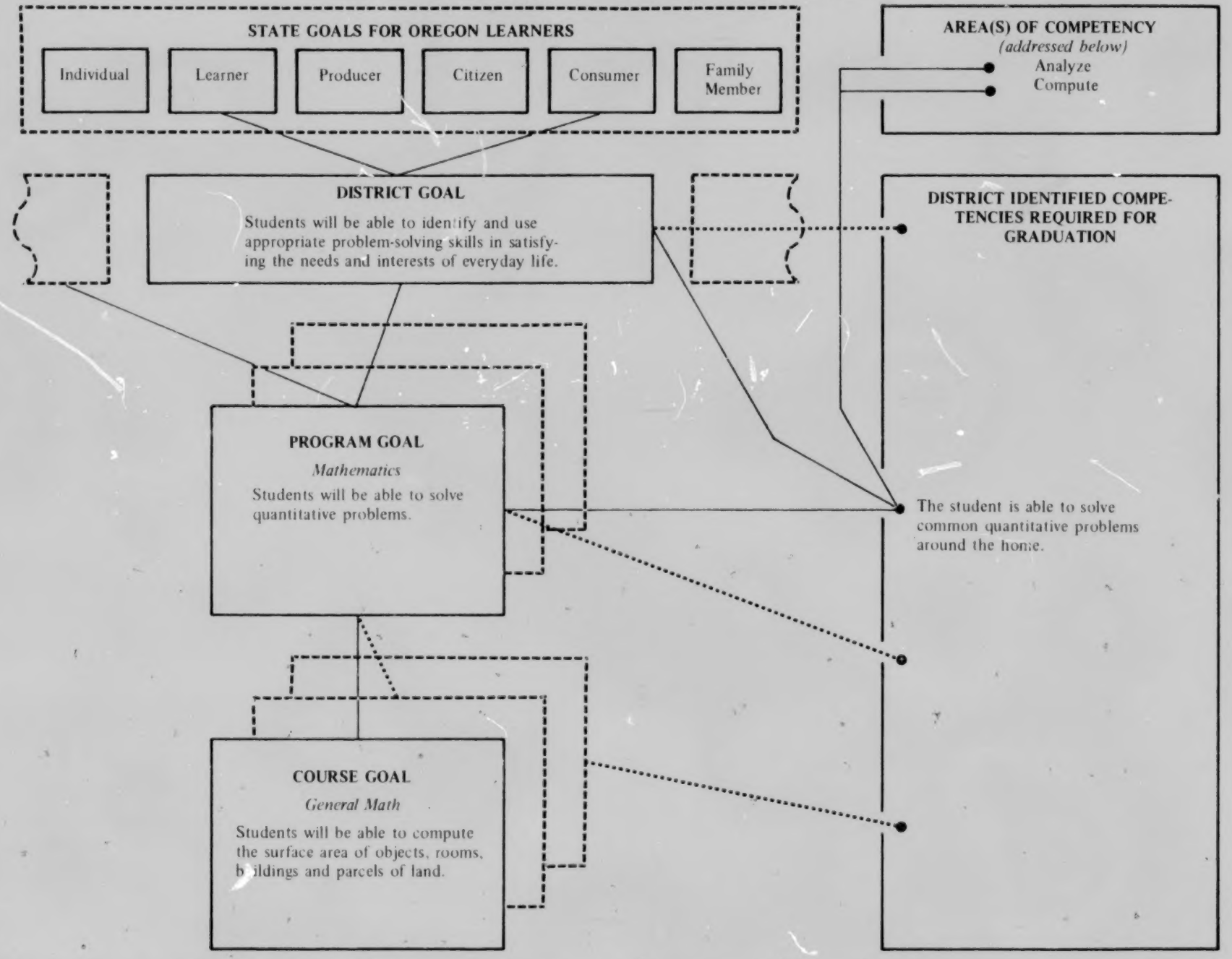

STATE GOALS FOR OREGON LEARNERS
Individual
Learner
Producer
Citizen
Consumer
Family Member
AREA(S) OF COMPETENCY
(addressed below)
Analyze
Compute
DISTRICT GOAL
Students will be able to identify and use appropriate problem-solving skills in satisfying the needs and interests of everyday life.
DISTRICT IDENTIFIED COMPETENCIES REQUIRED FOR GRADUATION
PROGRAM GOAL
Mathematics
Students will be able to solve quantitative problems.
The student is able to solve common quantitative problems around the home.
COURSE GOAL
General Math
Students will be able to compute the surface area of objects, rooms, buildings and parcels of land.

Table 4

STARTING POINTS WHEN SETTING GOALS: BENEFITS & DRAWBACKS

Starting Point	Benefits	Drawbacks
IF *districts start with*	*They may*	*They may* NOT
District Goals	help identify locally relevant sets of outcomes provide a framework for complementary program and course goals draw more easily relationships of district goals to state goals	permit existing programs and courses to influence district goals development
Program Goals	assure identifying broad contributions content areas may make to various learner outcomes provide known categories of knowledge and skill (subject areas) as a framework within which to set goals	translate program goals into meaningful district goals, forgetting that all students do not take every course within a program identify desirable and important outcomes overlapping several programs
Course Goals	provide a framework for identifying outcomes that should result from what schools are doing within their classrooms	sense the larger purposes to be served by courses determine priorities to be given to teaching specific courses
Competencies	establish clearly certain priorities for student learning involve perhaps communities at levels where they may have more well-defined feelings	recognize other important learning draw relationships from district, program and course goals think of competencies as knowledge, skills and understanding to be applied but only to be learned

A "preferred" starting point and sequence may come from certain conditions. If a district must develop its sets of goals "from scratch," or is faced with making revisions but is not certain where to begin, district goals probably are the best starting point. Using state goals to guide district goal development probably works best. Developing program goals and course goals should follow in sequence, keeping in mind how each goal set can in turn strengthen others.

Perhaps state competency areas and district goals may be used as a basis for developing competency requirements, developing them concurrently with various sets of goals. This procedure will help assure that instructional goals support attaining competency requirements as well as other desirable outcomes.

After each set is reasonably complete, the sets can be examined to see if they adequately support each other. If, for example, course goals are developed first, possibly an important program goal could be overlooked. Similarly, a district goal may be found that has not been addressed either in whole or in part by various sets of program goals. Where inconsistencies are found, additions or revisions can be made and the sets of goals reexamined as in Figure 2.

Who should be involved in setting goals and specifying competencies is a local district question. Two requirements, however, must be met. First, district goals must result from community involvement and be adopted by the local board. Second, minimum competencies must be adopted by the board and made available to the community. How districts meet these requirements is their decision. For example, either the local board or another community-based group may develop district goals. Often special state and federally funded programs districts offer have community-involvement requirements of some kind. Assuring representation from among such groups can be helpful in promoting a sense of mutual interest in and understanding of the full range of outcomes expected from schooling. However districts go about it, they should assure that participants represent the views and expectations of their community.

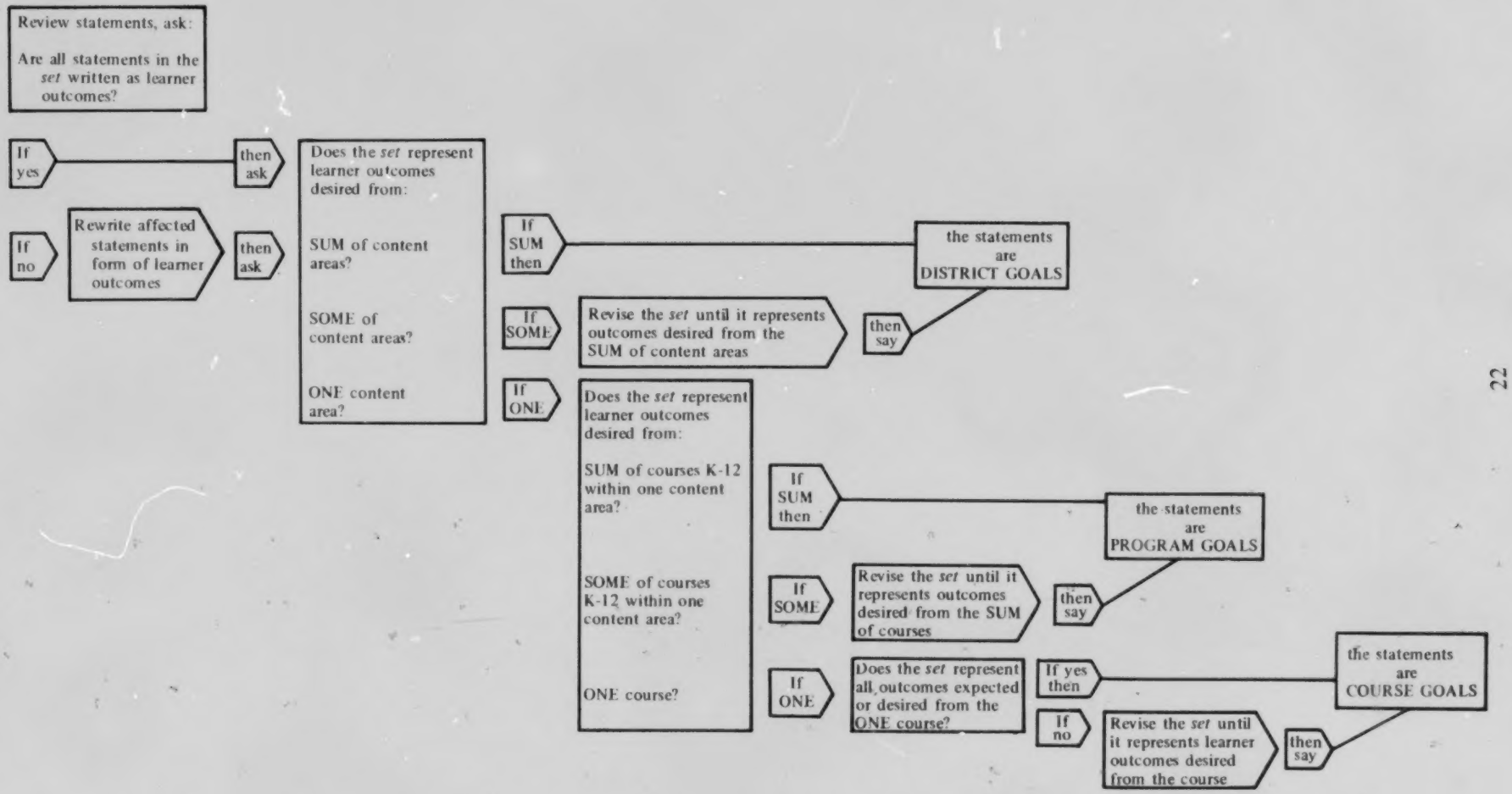
Once participants are involved in setting district goals, they may want to continue to help set program and course goals and to specify required competencies. Such involvement helps to further their understandings of how the school intends to be responsive to community expectations. Care needs to be taken, however, to assure that working relationships between community and staff will support such understandings. Unanimity becomes increasingly more difficult to achieve as outcomes being considered become more and more specific. One person's "meat" *can* become another's "poison."

ASSESSMENT

Once districts and communities reach mutual understandings of what schooling is to accomplish (once goals and graduation requirements are set), they need to know whether those outcomes are being reached. Assessment gathers and organizes information to describe if they were in specified subject matters at given times and for both group and individual performances.

Figure 2

CLASSIFYING AND COMPLETING GOAL SETS


Review statements, ask:
Are all statements in the *set* written as learner outcomes?
If yes
then ask
If no
Rewrite affected statements in form of learner outcomes
then ask
Does the *set* represent learner outcomes desired from:
SUM of content areas?
SOME of content areas?
ONE content area?
If SUM then
the statements are DISTRICT GOALS
If SOME
Revise the *set* until it represents outcomes desired from the SUM of content areas
then say
If ONE
Does the *set* represent learner outcomes desired from:
SUM of courses K-12 within one content area?
SOME of courses K-12 within one content area?
ONE course?
If SUM then
the statements are PROGRAM GOALS
If SOME
Revise the *set* until it represents outcomes desired from the SUM of courses
then say
If ONE
Does the *set* represent all outcomes expected or desired from the ONE course?
If yes then
the statements are COURSE GOALS
If no
Revise the *set* until it represents learner outcomes desired from the course
then say

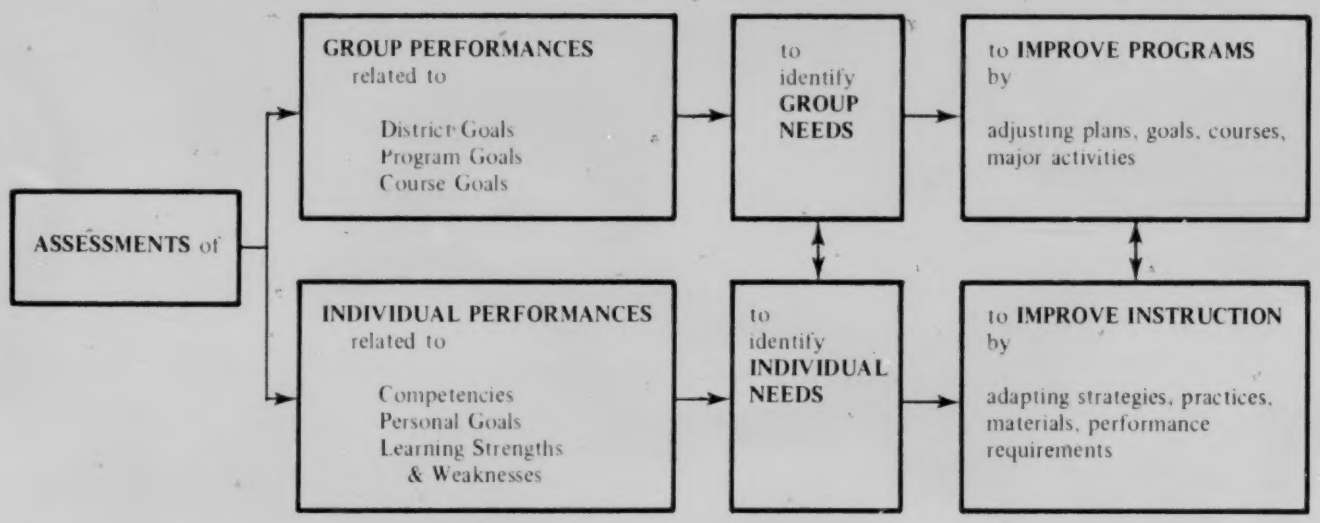
Assessment of all the possible goals and competencies a district and its community might agree on could be an overwhelming task. But districts must assess group performances only in reading, writing and computing within three instructional programs by 9-1-79. Local districts may name which programs, but they must report assessment results to the local community. Districts must in like manner assess three more programs by 9-1-81 (for a total of six).

For individual performances, assessment must by 9-1-79 focus also on (1) identifying learning strengths and weaknesses; (2) determining students' progress in their educational programs; and (3) verifying their attaining competencies required for graduation.

Ultimately, schools should work toward comprehensive assessment plans. Figure 3 shows how a "total system" might look. A sound goal-based planning system for all instructional programs will depend eventually on implemention of such plans.

Figure 3

ASSESSMENT OF GROUP AND INDIVIDUAL PERFORMANCE



While there may be similarity between assessments of group and individual performances (both assess learner outcomes), the purpose of the assessment varies for each. For one, it is the need to know whether groups of students have developed named skills to the extent they can apply them within various instructional programs. For the other, it is the need to know whether individual students have developed named competencies (and had them verified) and whether their learning strengths and weaknesses have been identified.

To assess group performances in reading, writing and computing, a district *must*

select—from *any* it offers—three programs in which assessment will take place

examine those programs to determine the extent to which reading, writing and computing are either developed or applied in reaching the goals the district has adopted for such programs

measure student performances in those skills

report the results to the local community

Selecting and examining the programs for assessment may bring such questions as

Which of the three skills is
developed within the program?
applied within the program?
developed *and* applied within the program?

How does each skill relate to the program goals?

What elements of each skill are most important to attaining the program goals?

Does the pattern of development or the manner in which each skill is applied vary from one grade level to another?

Table 5 illustrates some *hypothetical* results of selecting and examining three programs and shows the nature and extent of the assessment possible.

Table 5

SAMPLE RESULTS OF EXAMINING PROGRAMS SELECTED FOR ASSESSMENT

Skill	Language Arts			Mathematics			Science		
	E	*JHS*	*HS*	*E*	*JHS*	*HS*	*E*	*JHS*	*HS*
Reading	D	D/A	A	–	A	A	–	A	A
Writing	D	D	A	–	–	–	–	–	–
Computing	–	–	–	D	D/A	D/A	–	A	A

D = developed
A = applied

When measuring group performances in the three skills, districts may

develop a single test within each program to cover all three skills (to the extent all three are developed or applied)

develop a single test for a specific skill (e.g., reading) to cover all three programs

assess at only one grade level

assess at several grade levels

measure developmental skills (of whatever type) at one point and applied skills (of whatever type) at another

However they measure, districts should develop sound rationale for choosing specific elements to be assessed and for timing assessment activities. *In implementing assessment, districts may need to develop long-range plans which initially take advantage of measurement instruments already in use in their districts and eventually move toward purchasing or constructing tests more specifically related to the program goals unique to the local situation and to the skills needed to attain them.*

When reporting results of group performances, districts must report to local boards as representatives of the community, but hopefully they may report to the broader community as a means of continuing communication begun at the goal-setting step. Such reporting can provide bases for community-wide understanding of emerging needs and perhaps resources to meet them.

In assessing individual performances, districts must

identify students' individual learning strengths and weaknesses

determine their progress toward graduation

maintain records of that progress and report it to parents and students

At minimum, districts may use group performance data for initially identifying individuals who may be having difficulty. This would mean that all students were assessed within a given program. Ideally, districts would choose a system that not only identified students who do not perform well but also provides information on the specific nature of their learning problems and needs.

When measuring individual performances, districts must specify performance indicators they use to verify competencies. But how they verify and record demonstration is local choice. Teachers may, for example, record in students' files whenever a performance indicator is demonstrated. When all performance indicators (or an acceptable number of them) have been demonstrated for a particular competency, it may be assumed that competency has been attained. Or districts may develop a set of "competency exams"–test items related to performance indicators for a set of competencies or competencies assessed by posing problems to include demonstration by solving the problems. Competency data may even be used to supplement assessment of group performance (for competencies expressed in terms of skills in reading, writing and computing).

When reporting results of individual performances, districts must, of course, report to parents and students. Traditionally, units of credit have been used by way of grade reports for courses taken. But districts may wish to use reporting formats that include competency as well as credit requirements. And, for reporting those harder-to-identify learning strengths and weaknesses, districts may want to stress parent-teacher participation in a referral system, calling upon specialists when needed.

How often districts conduct assessment differs for group and individual performances. Assessing group performances in reading, writing and computing may depend on the numbers to be included. Perhaps a representative sample could be sufficient? If a district, for example, decided to assess only a sample in each of three grade levels (say, 4, 8, 11), but more often (say, every fall or spring), it could collect reasonably complete program data every two or three years. Reliable assessment information collected systematically may also help initiate curriculum changes or check on changes already made. Assessing individual performances, for example, to provide systematic review of student progress toward meeting competencies required for graduation, could take place more often.

Districts, in short, have many assessment options. Local circumstances may make certain assessment tools (or combinations of them) more useful than others. Locally it need not be a universal question of criterion referenced tests (a standard for performance set prior to and independent of obtained performances) versus published norm referenced tests (for competencies and many special courses where none is available anyway) versus teacher made tests. Neither need it be a question of teacher judgment versus product judgment (e.g., an essay or term paper) versus observation schedules (usually records of social behavior and attitudes). Rather, local districts need to ask: What works best here? How can we legally, practically and efficiently learn whether students here are achieving our agreed-upon goals and competencies, and then get the word out?

Practices—whether in choosing assessment methods or in reporting assessment data—need merely to be representative, relevant, consistent, practical.

NEEDS IDENTIFICATION

Districts must then at least use what they learn about group performances in reading, writing and computing to set priorities to meet needs identified in programs assessed. What they learn about individual performances they must convert to ways to provide *all* students equal opportunities to achieve district-adopted learner outcomes.

If a district's educational program is to achieve its expected outcomes in a reasonably efficient manner, it must systematically deal with differences between the desired and the actual outcomes. Assessment data merely explain what the differences are. If assessment is conducted only as required, then data on actual outcomes will not be available for many desired outcomes. Thus, again, goal-based planning depends eventually on *comprehensive* assessment.

Needs identification as a complement may

determine the kinds and amounts of differences that should influence program revision

provide a forum for considering educational priorities in budgeting matters

provide a basis for shifting assignments and resources to best advantage

identify concerns about student certification, verifying competency attainment and satisfying credit requirements

provide a basis for individual student guidance

provide a basis for refining district policies on schooling

In short, it provides systematic focus for action.

Only imagination limits district options for meeting the needs identification requirement in the minimum standards. Emphasis must be on identifying factors appearing to interfere with learning; statements of need should be specific enough to clarify a course of action.

Table 6 *hypothetically* presents two categories of desired outcomes, some assessment results, and some illustrations of identified needs relating to each. Obviously, the table could contain specific skills or competency statements in the desired outcome column. The assessment results column could suggest the kinds of students in the adequately and inadequately performing groups, and the potential needs column could go on and on. The table merely illustrates a way of summarizing assessment data and providing a first estimate of its meaning.

Table 6

SAMPLE ASSESSMENT RESULTS AND NEEDS IDENTIFICATION STRATEGY

Desired Outcome	Assessment Results	Program *(Group)* Need	Student *(Individual)* Need	Identified Needs
Adequate performance in a named skill	Less than 60 percent of the students perform at desired levels	Yes	Unknown	Program revision to meet needs named
	85 percent of the students perform at desired levels	No	Yes	Specialized learning experiences & counseling for the 15 percent not performing
Attainment of competencies	Less than 65 percent of the students are attaining specific competencies	Yes	Unknown	Program revision to emphasize experiences that will lead to competency attainment, or modification of the performance requirement
	90 percent of the students are attaining specific competencies	Unknown	Yes	Specialized learning experiences & counseling for the 10 percent not attaining

"Desired Outcomes" relate only to those addressed by assessment requirements in the minimum standards. A comprehensive goal-based planning system will ultimately include assessment of other outcomes as they relate to goals. Whether assessment focuses on district, program or course goals, the goals can be outlined and the strategy for identifying needs developed in a similar manner.

Table 6 naturally does not identify all possible needs. This is often the case with assessment data. Such tabling does, however, reflect strengths and weaknesses in programs (groups of students) as well as in individuals. It directly suggests a course of action, that is, action must be taken either with respect to programs or individual students. Furthermore, it implies that instructional practices more effective in producing desired outcomes need to be identified, as do the developmental characteristics of some students.

PROGRAM IMPROVEMENTS

Whenever revisions in a program result in more desirable outcomes than before, program (group) improvements have been made. Program improvements may simultaneously mean individual performance improvements. Occasionally improvements occur accidentally. More often they occur because there was a plan to make them happen. The "program improvements" requirement aims at analyzing needs and alternatives, selecting or adapting alternatives accordingly, implementing revised programs, and determining whether the needs are met. Assessment has provided information about whether students are reaching the desired outcomes at all. Then questions become: How well and in what ways are students achieving? Has the program made any difference? What program changes might take better advantage of the learning characteristics of students?

Simply put, districts use needs identification to respond to students' needs within programs. For the present (by 9-1-80) that means districts must have ways to make program improvements *at least* in reading, writing and computing in those programs selected for assessment.

By setting such policies and procedures, districts commit themselves to practices focused on learner outcomes. The ability of schools to meet needs actually identified, however, may be dependent on available resources. District policy, then, must show how needs and resources can be brought together to meet the expectations of the community.

Policy statements should specify

how alternatives to current practices may be developed

classes of information necessary in recommending program improvement activity

how the activity may be organized and who should be involved

strategies if recommended improvements require additional revenue

procedures if available resources must be reallocated

how recommended improvement shall be monitored and reported

Above all, policy statements must be sensitive to the outcomes a community desires from its schools, the needs of programs and students attempting to achieve the outcomes, and the practical matters that attend reaching the outcomes.

Program improvements can result from a variety of changes in a program plan. Some changes relate to group needs. Other changes relate to individual needs. Program improvements for groups of students may require changes such as

introducing different instructional materials

extending an instructional sequence

restructuring an instructional sequence to match more closely the typical patterns of student growth and development

integrating competency requirements in program content more clearly and precisely

adding elective courses

increasing student-teacher contact time

revising program goals

Program improvements for individual students may require changes such as

developing and implementing procedures and resources to identify their unique characteristics

modifying existing materials and strategies to make them appropriate to their unique characteristics

developing alternative competencies or performance requirements to provide individuals appropriate opportunities to demonstrate the intended competency outcome(s).

Such suggestions reflect direct changes in the instructional planning. Changes can also be made in support planning. In fact, changes in support programs may be critical to *implementing* desired changes in instructional programs. Examples of such changes may include

increasing teaching staff to increase teacher-student contact time

implementing elementary teacher training in the guidance role

revising the district testing program to provide better information on student progress

expanding the media center facilities

Merely changing goals or revising materials may not improve instruction. The support programs themselves may need changing. (See **SUPPORT PROGRAMS** section.) In final analysis, it may be the goals of the support programs, whether stated or implied, that give best evidence of a district's intent to support the instructional programs leading to the learner outcomes its community wants.

RESOURCES

MATERIALS CURRENTLY AVAILABLE

Planning the Education of Oregon Learners: Setting Goals (1975)

Planning the Education of Oregon Learners: Completing the Management Cycle (1975)

Two pamphlets describing the statewide planning and evaluation system for elementary and secondary education in Oregon.

Schools & Communities: Setting Goals (1976)

A resource handbook for schools wanting to involve their communities in setting goals. For those who wish to conduct goal-setting workshops for staff, student and community representatives, a workshop coordinator's guide and two slide-tape presentations are also available.

Oregon Minimum Standards

A series of six half-hour presentations:

Program 1:	Introduction to the Standards
Program 2:	Goal-Setting
Program 3:	Group Assessment
Program 4:	Individual Assessment
Program 5:	Educational Program and Graduation Requirements
Program 6:	The Standardization Process

These programs are available in 3/4-inch color cassette and 1/2-inch black and white reel-to-reel formats. A *Viewer's Guide* to the programs (available on request) offers suggestions for workshops based on each program. Direct queries to: Resource Center, Oregon Department of Education, Salem, Oregon 97310.

MATERIALS AVAILABLE AFTER JULY 1977

Writing District, Program and Course Goals (1977)

A guide on how to write and organize (and tell the difference between) district, program and course goals.

Measuring Performance: Planning to Assess Basic Skills within Areas of Study (1977)

A guide to clarifying and making decisions about what to assess and where in compliance with state requirements.

Measuring Performance: Verifying Competencies through Observation and Judgment (1977)

A guide to assuring equity in the use of teacher observation and judgment in verifying student attainment of competencies.

Measuring Performance: A Guide for Classroom Measurement (1977)

A guide to help teachers produce quality information through their classroom testing activities.

Competency-Based Education Sourcebook (1977)

Available from the Oregon Competency-Based Education Program, NWREL, 3000 Market Street NE, Suite 323, Salem, Oregon 97301. (Estimated cost: $15-$20) A sourcebook "prepared in response to the stated needs of educators for a compilation and description of the resources available and useful for the installation and operation of CBE programs in the Oregon schools." The materials referenced in it represent a wide array of resources grouped under four main headings: (a) outcomes or goals, (b) goal attainment measures, (c) instruction and (d) management and record keeping. They were included on the basis of comparability with the goals and processes of CBE, effectiveness in promoting CBE goals, validation of the processes and demonstrable effectiveness in educational settings.

INSTRUCTIONAL PROGRAMS

&

AREAS OF STUDY

ART EDUCATION

PURPOSE

A district *must* include art education in its K-8 curriculum and *may* include it in its 9-12 curriculum to satisfy state units of credit, state goals and its own district goals. Art education provides students with bases for understanding and appreciating the mechanics and functions of art in their own and other cultures. It promotes sensibility to visual aspects of environment and provides opportunities for students to develop artistic expression as a career or as part of their personal lives.

SUGGESTED GOALS

Students will know ways in which an art product affects a viewer.

Students will be able to solve problems through creating visual forms that communicate their intent.

Students will understand how cultural patterns of art interact.

Students will be able to critique visual forms.

Students will understand the relationship of visual environment to social and economic values.

Students will know and value art for vocational and avocational purposes.

SUGGESTED FEATURES

The total school and community setting provides opportunities for students to develop. Instructional activities to achieve specific goals are assigned to appropriate grade levels. Students learn to use tools like pencils and paints, for example, in the primary grades. They may learn to recognize different techniques used to create well-known art forms and identify their historical significance when juniors or seniors. As appropriate, then, instruction focuses on

design knowledge, perceptual skills and visual sensitivity—learning that line, color, area, volume and texture are elements of design. As students advance, so will their abilities to combine these elements in their own art work.

technical knowledge and skills—selecting and using tools and materials to create visual forms. As students' motor skills improve, so will their abilities to use more advanced tools and materials.

historical and cultural knowledge—identifying art forms and molding opinions about them based upon historical information, personal opinions and knowledge of the elements of design. Students' abilities will improve as their experience and historical knowledge increase.

critiquing skills–identifying familiar subject matter in works of art. As imaginations develop, students will be able to understand better not only realistic but more abstract art.

knowledge of and responsibility for the visual environment–affecting the visual appearance of the environment. As primary students may see how they may better decorate their classrooms, so may more mature students improve their own personal appearances, the appearance of their community, and the visual aspects in solving ecological and esthetic problems of the larger community.

vocational and avocational uses of art as a lifetime pursuit–developing students' abilities to create art forms for personal pleasure as well as for vocational accomplishment.

SPECIAL

All secondary students have opportunities and are encouraged to enroll in art. Provisions exist in the program for those interested in art as an avocation and in art on a preprofessional basis.

RESOURCES

Elementary Art Education: A Handbook for Teachers (available 1977)

BUSINESS EDUCATION

PURPOSE

A district *may* include business education in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Business education provides students with opportunities to explore business and office occupations and to acquire entry-level knowledge and skills in areas of interest. It helps students function as effective producers and consumers.

SUGGESTED GOALS

Students will know the principles of the American economic system.

Students will understand the organization and structure of business.

Students will be able to apply communication and computation skills to the transaction of personal business.

Students will know laws relating to personal and business affairs.

Students will be able to apply consumer skills.

Students will know relationships of business and office activities.

Students will value the consumer role.

Students will value and be able to apply leadership skills in personal and business affairs.

SUGGESTED FEATURES

K-6

Students become aware of adult life roles. Career awareness lessons may be integrated into their learning experiences in all subject areas to provide them with specific information regarding business occupations and consumer affairs.

7-9

Students have opportunities to explore business and office occupations. Typewriting and general business courses are frequently offered. Recently, courses have been included to introduce students to occupations in the business field.

10-12

Career preparation is emphasized as well as general areas of business and consumer education. Many traditional courses offer opportunities to acquire skills and knowledge needed for personal and consumer life roles. (Cluster experiences are described on pages 75 through 106.)

SPECIAL

Students are encouraged to participate in FBLA–Future Business Leaders of America.

Cooperative work experience is available.

RESOURCES

Office Occupations Assessment Guide for Accounting, Clerical, Steno-Secretarial Cluster Programs: A Planned Approach to Program Development (1976)*

CAREER EDUCATION

Career education is an instructional strategy to develop knowledge, skills and attitudes to help students make effective choices that will enable them to perform successfully in the producer role, assist them in related roles, and form bridges between school and the world of work. Logically it advances through awareness, exploration and preparation.

A district *may* include career education in its K-8 curriculum and *must* include it in its 9-12 curriculum to satisfy state units of credit, state goals and its own district goals.

Career education offerings within each district, then, are determined by its own 9-12 goals, which, if written at a preparation level, suggests the need for career awareness and career exploration in grades K-8.

CAREER AWARENESS

PURPOSE

A district *may* include career awareness in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Career awareness cultivates an awareness that people are involved in or affected by the world of work. Awareness experiences give learners opportunities to know themselves and the world about them.

SUGGESTED GOALS

Students will be able to identify various attitudes about the world of work.

Students will know various roles in the world of work.

Students will be able to identify similarities and differences of roles in the world of work.

Students will be able to apply skills related to decision making, communicating and creating to the world of work.

Students will be able to apply related physical and mental skills to work.

SUGGESTED FEATURES

Career awareness at the elementary level may be included in every subject and grade level. Under a career-focused curriculum, career awareness is not a separate subject. It is developed in each classroom within traditional subject matters. The scope of each subject changes to incorporate the many occupations related to the topic being studied. People performing in the six life roles become subjects for reading material or problem solving in language arts, science, math, geography, history, music, or health and physical education. Using community resources is suggested.

Students are the focal point of career awareness learning activities intended to help them in their career development. As a departure point, students are encouraged to examine personal needs in relation to various work roles. Beyond, these considerations are especially important to awareness:

Students, by the time they complete grade 6, are able to perform 75 percent of the student outcomes identified in *Implementing Career Awareness in the Elementary Schools.*

Teachers have identified career awareness instructional outcomes.

Teachers have readily available instructional materials and activities which facilitate career awareness learning at each grade level.

Teachers have developed teaching methods by which to implement career awareness learning activities as an integrated part of the total instruction.

Awareness activities (K-6) correlate with subsequent exploration activities.

SPECIAL

A long-range career education plan exists and a listing of accomplishments based on the plan is filed in each school.

The school district conducts a career education assessment for the purpose of updating its career education five-year plan.

Intermediate grade teachers provide career counseling and guidance to help students meet their individual career development needs.

RESOURCES

A Manual Describing the "What and Why" Aspects of a Career Education Assessment (1975)*

Career and Vocational Education for Small Schools: A Guide for Planning and Implementation (1976)*

Career Awareness/Exploration Curriculum Kit Grades K-3 (available 1977)*

Career Awareness/Exploration Curriculum Kit Grades 4-8 (1977)*

Career Awareness/Exploration Curriculum Kit Grades 9-10 (available 1977)*

Implementing Career Awareness in the Elementary School (1975)

Instructions for the Assessment Coordinator (1975)*

The Career Education Assessment Guide (1975)*

CAREER EXPLORATION

PURPOSE

A district *may* include career exploration in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Career exploration provides opportunities for students to gain insights into their individual interests, aptitudes and values through common experiences in many career areas. It also provides in-depth exploration in individual areas of interest.

SUGGESTED GOALS

Students will be able to apply decision-making skills.

Students will know occupational classifications and clusters.

Students will be able to assess their interests and abilities in relationship to key occupational areas.

Students will be able to make tentative career choices and develop appropriate occupational plans.

SUGGESTED FEATURES

Career exploration experiences build upon the individual awareness levels of students to help them explore their own interests, aptitudes, values, and strengths and weaknesses in relation to potential areas of work and instruction.

Students are given instruction in basic economic principles as these affect work and living, in decision making as it applies to career selection and preparation, and in the occupational clustering concept and the clusters available to them. They are given exploratory experiences in skills common to a number of clusters and on-site work experiences in occupations representative of clusters or job families of interest to them.

Since career selection is a process, not an event, special consideration is given in exploration to

coordinating supporting career awareness experiences and subsequent preparation ones.

organizing instructional activities around identified student outcomes for each subject at every grade level 7-12.

involving the classroom, laboratory and community in instructional activities.

providing exploratory experiences through including career-centered activities in all programs, plus specially designed courses to explore available occupational preparation.

SPECIAL

A long-range career exploration plan exists and the district is current with projected timelines and activities identified in appropriate planned course statements.

RESOURCES

A Manual Describing the "What and Why" Aspects of a Career Education Assessment (1975)*

An Assessment for a Comprehensive Career Exploration Program (1974)*

Career and Vocational Education for Small Schools: A Guide for Planning and Implementation (1976)*

Career Awareness/Exploration Curriculum Kit Grades 4-8 (1977)*

Guidelines for Implementing Career Exploration in the Early Secondary Years (pre-publication draft 1975)*

Instructions for the Assessment Coordinator (1975)*

The Career Education Assessment Guide (1975)*

CAREER PREPARATION

PURPOSE

A district *may* include career preparation in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Career preparation helps students relate concepts and skills of the various disciplines to their chosen career areas.

SUGGESTED GOALS

Students will be able to apply the knowledge and skills in communication, mathematic, scientific and social disciplines to qualify for employment or further education in a chosen area of work.

Students will be able to identify courses of action designed to lead to chosen career fields.

Students will be able to perform competencies (working competencies such as manipulative/psychomotor skills and group communication/interpersonal skills) considered essential in a chosen career area.

Students will know work processes, job requirements and unique occupational characteristics related to their chosen career area.

Students will be able to qualify for initial employment or advanced education or training in their chosen career area.

SUGGESTED FEATURES

Students who have access to and utilize quality career guidance services and enroll in and complete vocational clusters will acquire both competencies and course hours to meet their career preparation needs in their chosen career area.

Alternatives need to be developed for students who do not so participate. These might include, but are not limited to,

utilizing special projects and assignments with key teachers to expand course offerings to meet individual career development needs.

assigning key classes or combinations that provide needed hours and competencies.

utilizing a series of individualized self-instructional modules that provide needed experiences for competency acquisition.

cooperating with other high schools, community colleges, private vocational schools or other colleges and universities to supplement available career preparation.

placing students with key individuals or firms and agencies for off-campus experiences appropriate to career needs.

prescribing any combination of the above approaches in keeping with individual career preparation needs.

SPECIAL

A district-wide career education coordinator works with awareness, exploration and preparation.

RESOURCES

Career Awareness/Exploration Kit Grades 9-10 (1977)*

Career Education Resource Catalog (1976)*

CITIZENSHIP/GOVERNMENT

PURPOSE

A district *may* include citizenship/government in its K-8 curriculum and *must* include it in its 9-12 curriculum to satisfy state units of credit, state goals and its own district goals. Citizenship/government provides students with a basis for active and constructive involvement in a representative democracy. It develops a concern for and promotes informed involvement in the affairs of the community, state, nation and world.

SUGGESTED GOALS

Students will understand the structure, functions and relationships of various levels of government and related community functions.

Students will understand the need for sound international relations.

Students will know the functions of political processes in making societal decisions.

Students will know their rights and responsibilities within the American legal system.

Students will know how various levels of government get and spend funds.

Students will understand the relationship of values to behavior.

Students will understand the citizen's responsibility in government and nongovernment community affairs.

Students will value relationships with other members of society.

SUGGESTED FEATURES

Classrooms are organized to be "laboratories of democracy" where students learn democratic principles through practice. The total school setting provides experiences for students to develop responsibility. Students have opportunities through experience to relate the abstractions of textbooks and classrooms to reality—through simulating, visiting and interning in government and community service agencies and through using agency representatives as resources in the classroom.

Instructional activities to achieve specific goals are assigned to appropriate grade levels. Students learn how to register to vote, for example, and how to become candidates for public office while they are juniors or seniors. But whenever and wherever assigned, instruction focuses on political and human relations and systems, including

government foundations (Why have it? Who participates?)
local government (city, county and special districts)
state government
federal government

international relations
legal rights and responsibilities
finance and taxation
civic affairs
character development
interpersonal relations (in general, among family members, with minorities)

RESOURCES

Bibliography of Law-Related Curriculum Materials: Annotated (second edition), Susan E. Davison, Editor (Chicago: American Bar Association, 1976)

Government in Oregon: A Resource on State and Local Government (1976)

Handbook on Oregon Local Governments, Leland Hess, Paul Griffin and Jay Vanderford (Portland, ME: J. Weston Walch, Publisher, 1974)

Handbook on Oregon State Government, Leland Hess, Paul Griffin and Jay Vanderford (Portland, ME: J. Weston Walch, Publisher, 1974)

Handbook on the Oregon Legislature (1976)

Published by the Legislative Counsel Committee.

Oregon Blue Book

The official compendium of facts and figures about Oregon government, compiled and published biennially (each legislative year) by the Secretary of State.

CONSUMER EDUCATION/ECONOMICS/PERSONAL FINANCE

PURPOSE

A district *may* include consumer education/economics/personal finance in its K-8 curriculum and *must* include it in its 9-12 curriculum to satisfy state units of credit, state goals and its own district goals. Consumer education/economics/personal finance embodies study of all facets commonly called consumer education, with emphases on the personal financial needs of students as young adults and on marketplace economics. It includes focus not only on personal factors in economic decisions, but also on those affecting society. It helps students develop skills necessary to spend all our resources wisely.

SUGGESTED GOALS

Students will be able to function responsibly in interrelated roles of wage earner and wage spender in the marketplace.

Students will be able to make financial decisions which contribute to family stability and personal satisfaction.

Students will be able to plan for using credit in terms of present and future needs and income.

Students will be able to make wise decisions on utilizing resources when purchasing goods and services.

Students will understand common economic problems and be able to function as responsible consumers in the marketplace.

SUGGESTED FEATURES

Instructional activities are assigned when and where consistent with district, program and course goals. Application of reading, writing, computing and decision-making skills is included at all grade levels.

K-3

Instruction emphasizes using reading, writing, listening, computing and problem solving as bases for introducing appropriate consumer education concepts. Emphases are on managing money and purchasing goods, to include advertising and consumer responsibilities in our economic system as related to students' immediate consumer needs and decisions.

4-6

Consumer concepts expand to emphasize practical application to students' everyday consumer concerns. Further emphasis on computing and reading skills, with more incorporation of economic principles, is an integral part of classroom experiences.

7-8

Additional consumer concepts are related to financial responsibility and money management, initiating concepts beyond students' personal worlds. Identifying individual student achievement in consumer education and coordinating it with receiving high schools help provide a continuum of learning between elementary programs and requirements at the secondary level.

9-12

Personal finance instruction helps assure that students will have opportunities to become proficient in their lifelong role as consumers. In addition, other offerings (primarily home economics, business education, social studies and mathematics) may provide experiences supporting consumer education/economics/personal finance goals. Content and related resources and activities reflect current, varied, factual and relevant information.

RESOURCES

Personal Finance Education Guide (revised 1974)

ENVIRONMENTAL EDUCATION

PURPOSE

A district *may* include environmental education in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Environmental education prepares students to make decisions and take actions that create and maintain the best relationships between themselves and the environment sustaining them.

SUGGESTED GOALS

Students will understand how our environment (the earth) is composed of many smaller environments, each with its characteristic biological, physical and cultural features.

Students will understand the relationships of the earth's energy resources to their uses, importance and availability.

Students will understand how organisms in any given environment are linked with an ecosystem and are part of the ongoing phenomena of the environment.

Students will know why the earth's resources are finite and understand why future planning is necessary.

Students will understand how human values and attitudes concerning the environment are based on cultural, social, economic and political factors.

Students will understand various ways citizens can participate in the decision-making process as it relates to land use and environmental resource planning.

SUGGESTED FEATURES

All K-12 students are provided learning opportunities in environmental education.

K-3

Students grow aware about their own environment in the home, the classroom, the playground and the neighborhood. Opportunities are made for them to explore, touch, taste, feel, listen and look and to understand the interdependencies of all living things. Activities might include growing plants, making terrariums or aquariums, or caring for pets. This develops understanding, self-respect and acceptance of individual roles in maintaining good environments in the classroom, school and playground, and community.

4-6

Awareness of interrelationships and interdependencies of all living organisms is expanded. Opportunities are made for students to experience learning or living outside the school through visits to urban and rural environments, and to accept responsibility for their improvement through an introduction to concerns of society related to waste disposal,

pollution and conservation of resources. During grades 5 or 6, an actual outdoor living experience in the natural environment, if planned and followed up, provides students with depths of understanding and appreciation which increase their abilities to make wise decisions affecting the environment of the future.

7-12

Opportunities are provided to investigate environmental issues at the local, state, national and international levels. Simulations, role playing and buzz groups are particularly valuable in helping students learn to work cooperatively to solve problems.

Visits to community council meetings, legislative hearings and environmental agency meetings when related issues are being discussed afford students opportunities to participate in meaningful ways. Films, TV and speakers help provide students with information that can be used as bases for discussion and decision making in class activities, helping students to recognize the economic, political and environmental implications for the future.

SPECIAL

Students are provided opportunities to participate in community environmental action programs.

Students are provided opportunities to learn how to distinguish between the unlimited wants of individuals and the limited resources available to satisfy those wants.

Activities are included which help students realize they have an impact on their environment and they must accept personal responsibility for its improvement or deterioration.

RESOURCES

A Handbook of Environmental Encounters (1975)

Living Education: A Teacher's Guide to Overnight Sites in Oregon (1975)

FOREIGN LANGUAGE

PURPOSE

A district *may* include foreign language in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Foreign language helps students develop facility in understanding, speaking, reading and writing a second language. Communication skills are reinforced, and students acquire a basis for analyzing (through comparison and contrast) their own culture, values and personal development. They also develop new insights and awareness of points of view and sensitivities of those having a different language and culture.

SUGGESTED GOALS

Students will understand the nature and functions of language.

Students will be able to reproduce the sounds and patterns of a second language.

Students will be able to read in a second language.

Students will be able to write in a second language.

Students will know possible uses of a second language.

Students will be able to communicate with those who speak a second language as their native language.

Students will value the culture of those who speak a second language as their native language.

SUGGESTED FEATURES

LEVEL I

Instruction focuses on helping students acquire skills in understanding and speaking a second language—including pronunciation, vocabulary, spelling, word formation, sentence patterns. Students are introduced to a comparison of American and second-language cultures.

LEVEL II

Continual emphasis is given to the listening, comprehending and speaking aspects of the language. Reading and writing skills are carefully developed in relation to the capacity of the student. Culture as an integral part and reflection of the language is interwoven throughout the entire language experience.

LEVELS III AND IV

Emphasis on communication skills is continued. Free oral expression and writing paragraphs and short themes are suggested. Current materials of topical interest are appropriate instructional resources.

SPECIAL

Instruction is presented through a written goal-based system of language arts that incorporates a four-level approach.

Instruction is interdisciplinary, offering college and career-oriented courses.

Instruction encourages students to participate in activities such as school and community plays, public speaking, and community services.

Students use second language communication skills effectively when studying environmental, historical, cultural and other issue-oriented projects.

Students have opportunities to become familiar with potential careers using foreign language abilities.

RESOURCES

Foreign Languages in Oregon Secondary Schools (1970)

HEALTH EDUCATION

PURPOSE

A district *must* include health education in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Health education emphasizes primary prevention to help students recognize and accept the major responsibility for their own health and the additional responsibility for the health of others.

SUGGESTED GOALS

Students will be able to live safely, prevent accidents and provide emergency care (e.g., first aid).

Students will understand human growth and development.

Students will understand current local, national and global health problems and some of the ways they might be solved.

Students will be able to make decisions that will enhance the physical and mental health of community members.

Students will understand the purposes the family serves in providing psychological and physiological security to its members.

Students will have positive self-concepts.

Students will know career opportunities in health and allied fields.

Students will be able to deal positively with feelings about others.

Students will be able to evaluate and use health materials and services.

SUGGESTED FEATURES

Health education is concerned with, but not limited to, physical fitness; effects of exercise on the total person; appreciation and respect for the human body; nutrition; general safety education; health issues of alcohol, tobacco and other drug use and abuse; preventing communicable and degenerative diseases; community and ecological health; life cycle; mental health; human relationships; preventive dentistry; health and allied careers; consumerism; medical and health related services and health insurance programs; and health issues of the future.

Comprehensive health education provides planned learning experiences to assist students in achieving knowledge, attitudes and behavior that contribute to and enhance health. Interrelationships of these topics with one another and other educational matters makes it essential they be taught and administered as one comprehensive program to meet local needs. Experiences should be presented in an atmosphere and manner which encourages students to develop positive self-concepts.

K-6

Health instruction is offered to help students develop and analyze good health practices and understand the roles of people involved in health, and to help students realize they themselves eventually will have responsibility for their own health. In K-4, health instruction may be integrated with other subjects. In 5-6, health instruction should be offered separately.

7-12

Secondary health education should provide experiences for all students emphasizing the use of resources outside the classroom. Experiences should encourage developing attitudes, skills and behaviors to solve physical, mental and social health problems for individuals and the community.

In 7-8, health instruction should be offered for one year or for one semester at each grade level.

In 9-12, instruction may be coeducational, with one-half the required unit of credit (or one semester) being offered at grade 11 with emphasis on family life or parenthood education.

SPECIAL

Professionally prepared health educators serve as teachers, supervisors and coordinators to help assure the success of health education. School personnel and health professionals such as physicians, school nurses and dentists make significant contributions to health instruction, either as resource persons in the classroom or directly through their roles in school health services.

Appropriate time is given to the school health coordinator to perform the duties of the position (see below *Health Services for the School-Age Child in Oregon).*

RESOURCES

Health Services for the School-Age Child in Oregon (1974)

"K-12 Course Goals in Health Education"

Available from Commercial-Educational Distributing Services, P.O. Box 8723, Portland 97208.

HOME ECONOMICS

PURPOSE

A district *may* include home economics in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Home economics provides opportunities for students to acquire knowledge and skills that will support and strengthen the quality of individual and family life. It helps students understand societal and environmental concerns, develop homemaking skills and prepare for careers in homemaking.

SUGGESTED GOALS

Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society.

Students will be able to make rational decisions in managing personal and family resources.

Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods.

Students will be able to make textile and clothing decisions which meet individual and family needs.

Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat.

Students will be able to qualify for the occupation of homemaking and other home economics related careers.

SUGGESTED FEATURES

K-6

Students are exposed to concepts relating to home and family living skills including, but not limited to, basic nutrition, consumer education and personal development and family relationships.

7-8

Instruction provides exploratory experiences in all aspects of the above suggested goals. It emphasizes the role of the homemaker, allowing students to explore uses of materials and equipment and to observe job-related areas.

9-12

Instruction provides a minimum two-year curriculum which includes in-depth experiences in human development and the family, individual and family resource management,

nutrition and foods, textiles and clothing, and living environments. It will also provide career awareness and exploration experiences in home economics-related occupations in each level of instruction.

In areas of graduation requirements (e.g., health education, consumer education/economics/personal finance, career education), the home economics teacher makes a specific contribution through advising, consulting and cooperative planning and teaching.

SPECIAL

Provision is made for youth leadership development as an integral part of the home economics program (e.g., FHA/HERO–Future Homemakers of America/Home Economics Related Occupations).

RESOURCES

Home Economics Occupations: An Exploratory Unit (1973)

Homemaking Education in Oregon Secondary Schools (1965)

Soon to be replaced by five guides: *Human Development and the Family; Nutrition and Foods; Living Environments; Individual and Family Resource Management; Textiles and Clothing.*

INDUSTRIAL ARTS

PURPOSE

A district *may* include industrial arts in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Industrial arts provides opportunities for students to develop an understanding about the many technical, consumer, occupational, managerial, social, historical and cultural aspects of industry and technology. It helps students acquire industrial and technical knowledge and skills.

SUGGESTED GOALS

Students will know the economic structure of our society.

Students will know the nature and extent of employment and employment opportunities.

Students will know the nature and function of industry in this and other societies.

Students will be able to apply technical skills and knowledge for entry or advanced training in industry.

Students will value safe living and working conditions.

Students will be able to apply skills in solving problems of industry.

Students will be able to apply avocational activities to vocational pursuits.

Students will know the relationships of technology, society and the natural environment.

SUGGESTED FEATURES

K-6

Students will become knowledgeable about the kinds of work people do and the relationship between work and the production and use of goods and services. Industrial arts experiences in elementary school instruction develop skills in using tools and materials, positive attitudes toward work and an understanding of personal abilities.

7-8

Laboratory experiences (1) give safe, hands-on activities representing a broad range of industrial occupations, (2) provide information on making meaningful occupational choices, (3) acquaint students with the significance of changing technologies, (4) instill an understanding and appreciation of work and (5) develop the skills to pursue a meaningful role as an individual.

Laboratory activities enable students to experience safe, hands-on activities in materials and processes, graphic communications, power and electricity.

Instruction is based on a written philosophy of industrial arts consistent with the district career education plan.

Written evidence of a student evaluation process allows individuals to choose the best method of learning; a written record is kept of progress.

Students take part in a student organization plan that teaches industrial practices.

Students have alternative methods for meeting course goals and competencies.

Students become familiar with the potential for careers in industrial arts and allied fields.

SPECIAL

Each instructor has a written plan for an ongoing safety program included as a part of the instructional program.

Each instructor has had recent industrial or professional experience (e.g., through summer work experience or internships).

RESOURCES

Improving Facilities in Industrial Arts: A Guide for Improving the Organization of Industrial Arts Facilities (1975)

Improving Programs in Industrial Arts: Guidelines for Improving Existing Industrial Arts Programs (1975)

Both available from Industrial Arts Specialist, Oregon Department of Education.

LANGUAGE ARTS/ENGLISH

PURPOSE

A district *must* include language arts/English in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Language arts/English helps students think and express themselves clearly. Concern is for developing communication tools that enable students to understand, reflect, make decisions and move from the concrete to the abstract.

SUGGESTED GOALS

Students will be able to speak and write effectively when addressing different purposes and different audiences.

Students will be able to use language effectively in interacting with individuals and groups.

Students will be able to use appropriate mechanics and conventions in communicating ideas clearly and accurately.

Students will be able to observe and listen purposefully in acquiring, interpreting and evaluating information.

Students will be able to make effective use of nonverbal communication in expressing ideas, attitudes and feelings.

Students will be able to describe a variety of ways in which ideas are expressed.

Students will value language as the means by which experience is given shape and meaning.

Students will be able to illustrate how language has adapted through time to the needs of people.

Students will understand how literature reflects the life, values and ideas of this and other cultures.

Students will be able to describe their subjective, analytic and evaluative responses to literature.

Students will be able to satisfy their information needs through examining printed materials.

SUGGESTED FEATURES

K-3

Developing skills to listen, speak, read and write is emphasized. During early development, students need to gain a wide background of experiences, and they need to

develop oral language capacity. As students master aspects of language arts/English, they get balance between mastery of skill and application of skill in meaningful contexts. Reading comprehension skills, for example, are learned along with word recognition skills. Similarly, written composition stresses creative thought as well as correct form. Whatever approach, skills are taught in ways that foster positive attitudes toward communication.

4-6

Specific instruction on using communication skills to reach other goals of study is added to the emphasis on skill development. Learning experiences enable students to gain proficiency in reading and comprehending meanings of words, sentences, paragraphs and stories, and to use glossaries and bibliographies to acquire information and ideas. Students achieve accuracy in spelling, punctuating, speaking, listening and organizing ideas. They write legibly and speak clearly with a personal style that communicates effectively.

7-12

Instruction allows students to perfect their communication skills and apply them in more complex frames of reference. Students are provided opportunities to demonstrate critical thinking skills by analyzing propaganda, innuendo, implication, logic and evidence.

In writing and speaking, for example, students learn to use description, explanation, argument and persuasion as appropriate to given situations, In reading, students demonstrate understanding of significant literature (e.g., drama, prose and poetry). They are able to use this knowledge as a resource when studying environmental, historical, economic and political issues. Students are able to identify verbal and written logical evidence and fallacies, identify authors' purposes and identify their own reactions as readers and listeners.

SPECIAL

Students participate in communication activities (e.g., school and community plays and public speaking).

RESOURCES

"K-12 Course Goals in Language Arts"

Available from Commercial-Educational Distributing Services, P.O. Box 8723,Portland 97208

Language Arts Instruction K-12 (available 1977)

Plan to Read (1976)

Reading in the Secondary School (available 1977)

Reading Resources 1976-77 (1976)

MATHEMATICS

PURPOSE

A district *must* include mathematics in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Mathematics helps students develop quantitative problem-solving abilities including recognizing and defining problems; estimating and predicting; measuring, collecting, organizing and presenting data; devising problem-solving strategies; and computing and validating results.

SUGGESTED GOALS

Students will have positive attitudes and self-confidence toward problem solving in mathematics and in areas of applied mathematics.

Students will be able to apply the skills and mathematical concepts for quantitative problem solving.

Students will know the impact, uses and limitations of computers and calculators.

Students will be able to identify and understand patterns and relationships (e.g., numeration, geometric, order) wherever found, even in nature.

Students will know the influence mathematics has had on our culture, its significance to other fields and the logic of mathematical systems.

SUGGESTED FEATURES

Mathematics concentrates on developing skills and concepts in nine major strands:

number concepts, number sense and numeration ("friendliness" for numbers, "feeling" for numbers, number names, uses for numbers and number patterns)

communicating ideas and stating relationships (through symbols, variables, equalities, inequalities and others)

problem solving (development of problem-solving skills)

computation (efficient use of algorithms and use of mechanical and electronic aids)

applications (including, but not limited to, vocational survey courses and career cluster support)

geometry (relationships in plane and space as opposed to "formal" geometry dealing with proofs)

measurement (SI–International System of Units–as the primary system of measurement)

estimation and approximation (awareness of "reasonable")

charts, graphs, statistics, probability, prediction

In developing concepts, two characteristics are common:

Development begins at the concrete level (using manipulatives and building on remembered experiences) and moves gradually through a representative level to the abstract level (including some independent investigations).

The problem-solving approach, sometimes utilizing induction and guided discovery, is used extensively in developing concepts and skills. (Testing hypotheses and analyzing structure utilizes deduction.)

Organization meets learner needs, which tend to become more varied as learners progress. Complete instruction offers a variety of learning opportunities, especially to meet groups with different needs:

students who need to develop further proficiency in math fundamentals

students capable and math-oriented who need courses (beginning with algebra) that constitute the so-called "formal" math sequence

students capable but not math-inclined by interest or career who need a wide range of math courses that include basic math, applications, math related to career clusters, specialized uses of math (e.g., computer science)--all emphasizing problem-solving skills. The "problems" may come from a variety of sources, including other curriculum areas such as environmental education, consumer education, personal finance, science, industrial arts and home economics.

Students have opportunities to acquire calculator and computer literacy and to become familiar with the potential for careers in math and allied fields.

RESOURCES

Mathematics in Oregon Schools (available 1977)

MEASUREMENT . . . with Metric (available 1977)

MUSIC EDUCATION

PURPOSE

A district *must* include music education in its K-8 curriculum and *may* include it in its 9-12 curriculum to satisfy state units of credit, state goals and its own district goals. Music education provides students with opportunities to satisfy needs to create and to understand and communicate feelings and emotions that words alone cannot convey. Student recognition of and sensitivity to the enduring qualities of music and its place in the world are broadened. Students develop and improve performance skills, expand their sense of identity and personal worth, and enrich their leisure activities and social relationships.

SUGGESTED GOALS

Students will know the elements and structure of music.

Students will be able to use music notational systems.

Students will be able to improvise and create music.

Students will be able to demonstrate performing skills.

Students will know the implications of music in our society–career and leisure uses.

Students will value ethnic music and the American musical heritage.

Students will value music as a means of communicating feelings and emotions.

Students will be able to respond to the esthetics of music.

Students will develop musical auditory discrimination.

Students will be able to apply consumer skills in relationship to musical products.

SUGGESTED FEATURES

Complete music instruction includes performing, listening to, creating and studying about music.

PRIMARY AND INTERMEDIATE GRADES

Rhythm and melody are stressed in grades K-3. Children respond to rhythm with whole-body movement. Rhythmic patterns are repeated and new ones created. Children discover the pleasure of singing, and they learn to manipulate instruments. Eye-hand coordination and left-to-right reading are improved as simple notation systems are learned and used.

In intermediate grades, primary tasks are mastered as more advanced skills are developed. Harmony is introduced, along with form and timbre. Students understand signs and the notation system, as well as pitch and rhythmical reading. They listen to music from different periods, styles and media. Many have opportunities to play band and orchestra instruments, accompany other students and sing in parts. Many become quite sophisticated in improvisation and in creating their own compositions.

MIDDLE AND JUNIOR HIGH SCHOOL

Rhythm, melody and harmony again are stressed. Elements of structure, expression and creation are built upon. Performing and listening experiences are broadened and balanced. Topical mini-courses (teaching special interests such as guitar, electronic music or folk music) allow students to study elements of music in other forms and can strengthen vocal and instrumental performances.

Not all high school performance skills are appropriate at the junior high level. Stage or dramatic productions, marching and drilling groups, which tend to overtax immature voices and embouchures, are discouraged. But instruction necessary for vocal and instrumental performing groups includes large group, technique, sectional, solo and ensemble. Through such instruction, attention may be drawn toward tone production, true intonation, diction, technical facility, balance and blend, and interpretation.

HIGH SCHOOL

Instruction offers different opportunities for students with different needs:

students beginning and improving performance skills in vocal and instrumental music

students (not skilled performers) who want to study popular music, guitar or other instruments for their own pleasure

students (not necessarily performers in school organizations) who want in-depth study of music structure, literature and history

Balanced instruction meets these needs, regardless of school size. Mini-courses, cooperative and team teaching, guest performers and composers, and aides are means to achieve balance. Students wanting to schedule elective classes are able to do so. Opportunity classes in guitar, voice, keyboard or electronic music and laboratory classes in composing, arranging, improvising or conducting may all be exciting experiences.

RESOURCES

Music Education Guide (available 1977)

PHYSICAL EDUCATION

PURPOSE

A district *must* include physical education in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Physical education helps each student become harmoniously integrated–physically, mentally, socially and emotionally. It helps students build and maintain physical powers, skills and understandings necessary for best neuromuscular development.

SUGGESTED GOALS

Students will understand how physical development is necessary for efficient body functioning.

Students will understand the relationship of proficiency and movement to the economical use of motion.

Students will understand the relationships of specialized activity, safety and recreational skills.

Students will be able to coordinate their bodies.

Students will understand the scientific and mechanical principles of movement skills.

Students will know the rules and strategies for individual and team sports.

Students will know appropriate spectator conduct.

Students will understand consumer and economic principles of recreational activities.

Students will understand safety factors as participants and spectators.

Students will understand and value the historical significance of physical activity.

Students will be able to use leisure time effectively to maintain physical and mental health.

Students will understand how individual behavior contributes to group interaction.

SUGGESTED FEATURES

K-6

Instruction emphasizes skills of movement, physical fitness and fundamental physical abilities to meet individual learner needs.

7-9

Instruction reviews fundamental movement, advances skills and physical fitness emphasized in K-6 and concentrates on group and team activities.

10-12

Instructional experiences in physical education culminate. Most young people complete their formal education at this time. It is thus imperative to emphasize individual skills and lifetime recreational sports activities. These experiences reinforce the development of behaviors, attitudes, appreciations and understandings required for effective human relationships. Elective learning opportunities are included within the required program. Satisfying and successful experiences in physical education develop in the individual a desire to participate regularly in activity throughout life.

SPECIAL

Special instruction in adaptive physical education is provided for students who need individual attention.

School and community resources are planned and coordinated to serve the needs of students and adults in the community.

Intramurals and recreational activities are provided to encourage student participation in individual and coeducational sports and games.

Interscholastic athletic programs provide contests for highly skilled teams or individuals who are trained and coached to participate.

RESOURCES

Athletics in Oregon K-12: Guidelines for Local School District Policies (1975)

"K-12 Course Goals in Physical Education"

Available from Commercial-Educational Distributing Services, P.O. Box 8723, Portland 97208.

"OAHPER Suggested Guidelines for Writing Programs Meeting Oregon's New Graduation Requirements" (1974)

Available from Physical Education Specialist, Oregon Department of Education.

Physical Education in Oregon Public Schools, K-14 (available 1978)

SCIENCE

PURPOSE

A district *must* include science in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Science instruction helps students to understand the conceptual structure and processes of science. It provides students a basis for interpreting scientific information and understanding the role of science and its applications and limitations within society.

SUGGESTED GOALS

Students will know scientific assumptions, theories, principles, laws and facts within their cultural and historical context.

Students will be able to use scientific problem solving and inquiry processes.

Students will know the language, instruments and techniques of science.

Students will value and be able to develop new ideas related to science.

Students will be able to initiate personal ideas related to science.

Students will be able to relate science learnings in the planning and fulfilling of personal, social and career roles.

Students will value science as a way of learning and communicating about self, others and the environment.

Students will value science for its esthetic contributions to their own continuing personal experiences.

SUGGESTED FEATURES

Satisfactory scientific literacy among all students represents the goal of a liberal education in science.

Scientific literacy is viewed as having seven dimensions: (1) nature of science, (2) concepts in science, (3) processes of science, (4) values, (5) science-society, (6) interest and (7) skills. Each of the dimensions and associated factors is viewed as a specific continuum along which individuals can make progress.

Nature of Science—identifying special characteristics of scientific knowledge necessarily makes this dimension a functional source from which to develop a science curriculum.

Concepts in Science—key concepts are the common denominators of large numbers of principles, laws and theories; each concept is a continuum along which students learn more complex relationships.

Processes of Science—intellectual processes are considered fundamental content, since the processes are much less likely to change than is the traditional knowledge-based content. As these processes are not totally isolated from the other dimensions, there is a clear link between processes and concepts, as doing the former results in the latter.

Values—identifying a useful set of values that underlie science necessarily builds appropriate curriculum structures. Values and attitudes are developed over time and are influenced as much, if not more, by the day-to-day learning environment as by any planned curriculum.

Science-Society—to many people, applying scientific knowledge to life and its problems represents the real value of science. To others, science has generated technology and applied it in ways that have created such undesirable side effects as to overshadow desirable effects. Understanding the relationships of science, technology and other aspects of society may only occur as a product of studying specific and varied situations in which the interrelationships are evident.

Interest—scientifically literate individuals comprehend the total natural system and note that the environment is treated as a whole, not fragmented parts.

Skills—individuals understand and know how to use the instruments and other hardware typical of science and technology.

SPECIAL

Science courses are based on a hands-on approach which provides adequate instructional time in laboratory settings.

Field trips outside classrooms are integral parts of courses.

RESOURCES

"K-12 Course Goals in Biological and Physical Sciences"

Available from Commercial-Educational Distributing Services, P.O. Box 8723, Portland 97208.

"Program Objectives and Scientific Literacy," Victor Showalter, et al. in *Prism II* (Spring 1974) and (Summer 1974)

Answers the question: What is Unified Science Education? Available from Center for Unified Science Education, Box 3138 University Station, Columbus, OH 43210

School Science Education for the 70's (1971)

NSTA's position statement presented to its Board of Directors in July 1971. Reprinted from *The Science Teacher* (November 1971). Available from the National Science Teachers Association, 1742 Connecticut Avenue NW, Washington, DC 20009.

SOCIAL STUDIES/HISTORY

PURPOSE

A district *must* include social studies in its K-8 curriculum and social studies/history in its 9-12 curriculum to satisfy state units of credit, state goals and its own district goals. Social studies/history is concerned with enhancing human dignity principally through learning and promoting a commitment to rational processes. Although this concern is shared with other instruction, it clearly directs the particular purpose for social studies/history.

SUGGESTED GOALS

Students will be able to apply historical background for understanding contemporary politics and decision making.

Students will be able to understand and apply generalizations and interdisciplinary concepts drawn from various social sciences.

Students will be able to develop and apply a variety of intellectual and action skills appropriate to the social studies.

Students will understand and value individual and cultural differences and similarities.

Students will be able to develop an awareness of self and society's values, and be able to identify personal values.

Students will be able to participate in societal activities as individuals, family members and as members of other groups.

SUGGESTED FEATURES

K-12 instruction should draw from historical and contemporary human experiences, cultures and beliefs. Its framework should be based upon a conceptual approach, because it offers the most logical, consistent and comprehensive means of allowing for flexibility in meeting the needs in individual districts.

The following interdisciplinary concepts should be developed throughout the K-12 instruction:

- multiple causation
- conflict-resolution
- cooperation
- social control
- morality
- change
- difference
- needs
- interdependence
- environment
- power
- scarcity
- life style
- citizenship
- equality-inequality
- rights and responsibilities
- culture
- decision making and choice
- dignity of individuals
- industrialization-urbanization
- resources
- religion
- habitat-occupance
- technology

Selecting concepts *follows* identifying and integrating goals. Subsequently course selections are made (at the elementary level, disciplines which the goals support are identified). The process is completed by selecting plans for implementation.

Existing K-12 instruction should be examined to determine its strongest and weakest features. Strongest ones should be continued. Concepts chosen to be taught at which grade levels should be decided upon pupil maturity, with skills and knowledge sequenced to support and prepare students for each next step. Then, the most appropriate courses for teaching these concepts should be determined—perhaps creating new courses or reshaping existing ones. In an existing high school program made up chiefly of United States history and government, for example, concepts taught might include multiple causation, conflict-resolution, change, power, decision making and choice, and resources.

SPECIAL

Students are encouraged to "model" what they are learning through well-planned opportunities for community participation and service.

RESOURCES

Government in Oregon: A Resource on State and Local Government (1976)

TRAFFIC SAFETY

PURPOSE

A district *may* include traffic safety in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Traffic safety develops responsible citizens who will be personally concerned with practicing safe habits in traffic.

SUGGESTED GOALS

Students will be able to participate safely in traffic as pedestrians.

Students will be able to operate bicycles safely.

Students will know safe and courteous behavior for riding as motor vehicle passengers.

Students will be able to operate motor vehicles defensively.

SUGGESTED FEATURES

K-3

Instruction emphasizes safe behavior as pedestrians, as car and school bus passengers and as beginning bicyclists. See *Traffic Safety Education for Oregon Schools, K-3* (1975) for the complete curriculum.

4-6

Instruction emphasizes bicycle safety and reinforces concepts presented in the primary grades relative to pedestrian and motor vehicle passenger safety. See *Traffic Safety Education for Oregon Schools, 4-6* (1975) for the complete curriculum.

7-9

Instruction provides review of fundamental traffic safety education concepts taught in grades K-6; allows for student electives pertaining to special interests such as snowmobiles, mini-bikes and other off-road vehicles which this age group may operate legally; and provides for pre-driver education for all students in grade nine. See *Traffic Safety Education for Oregon Schools, 7-9* (available 1977) for the complete curriculum.

10-12

Instruction provides automobile driver education as a separate course for all students who desire to enroll. The course is based on locally developed competencies and performance indicators established at a level to meet at least the requirements of OAR 581-54-005 to -030. It allows for student electives identified for grades 7-9 and offers an additional elective in motorcycle operator instruction for graduates of driver education who meet the requirements of interest and compliance with applicable provisions of ORS 482.

SPECIAL

Students who elect motorcycle operator instruction participate in an instructional program in substantial agreement with the current *Policies and Guidelines for Motorcycle Safety Education: On-Street Riders* published by the American Driver and Traffic Safety Education Association.

RESOURCES

Highway Safety Program Manual No. 4: Driver Education (September 1974)

A U.S. Department of Transportation publication available from Traffic Safety Education Specialist, Oregon Department of Education.

Oregon Bicycle Rules of the Road (1975)

Oregon Driver's Manual, 1976/77

Available from Motor Vehicles Division, Oregon Department of Transportation, 1905 Lana Avenue NE, Salem 97314.

Oregon Motor Vehicle Laws, 1975/76

Available from Motor Vehicles Division, Oregon Department of Transportation, 1905 Lana Avenue NE, Salem 97314. One copy free to school officials requesting same in writing on school stationery.

Oregon Motorcycle Manual, 1976/77

Available from Motor Vehicles Division, Oregon Department of Transportation, 1905 Lana Avenue NE, Salem 97314.

"Oregon's *New* Bicycle Rules of the Road" (1976)

Available from Motor Vehicles Division, Oregon Department of Transportation, 1905 Lana Avenue NE, Salem 97314.

Traffic Safety Education for Oregon Schools: Driver Education (1977)

Traffic Safety Education for Oregon Schools, K-3 (1975)

Traffic Safety Education for Oregon Schools, 4-6 (1975)

Traffic Safety Education for Oregon Schools, 7-9 (1977)

Last four publications available from Traffic Safety Education Specialist, Oregon Department of Education.

VOCATIONAL EDUCATION

Vocational education prepares students for entry-level employment in an occupation or a "family" of occupations (clusters) and for specialized (usually nonbaccalaureate) career alternatives—apprenticeships; on-the-job training; private vocational schools; community colleges and four-year colleges or universities.

Federal legislation has direct influence, because federal funds frequently are used in local districts. Local districts must assure the state they are meeting state requirements; the state, in turn, must assure federal officials it is meeting federal requirements. IF districts get federal vocational funds, they must use them to supplement local funds, but in no case to replace local funds. Similarly, districts must maintain adequate financial records to allow identifying expenditures.

Other requirements affecting vocational education include

instruction open to all individuals regardless of age; sex; race; ethnic origin; physical or mental handicaps; or economic, academic or other disadvantages

vocational guidance available to all students, with emphasis given to persons with special needs

facilities, equipment, aids and supplies sufficient in quantity and quality to enable students to meet effectively the curriculum objectives

instruction based upon occupations having significant expansion and replacement rates to provide opportunities for employment

instruction developed and conducted with the advice and assistance from appropriate occupational advisory committees, and evaluation including appraisal from students, employers and appropriate committees

instruction based upon the appropriate skills, knowledge and attitudes enabling students to develop the identified occupational competencies

instruction in safety practices related to specific occupations or clusters

instructors possessing the occupational and educational competencies required and following a plan for professional and occupational upgrading

leadership organizations (where appropriate) supervised by persons qualified as vocational education teachers or supervisors

ACCOUNTING OCCUPATIONS

PURPOSE

A district *may* include accounting occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Accounting occupations in secondary schools equips students with skills, knowledge and attitudes which will enable them to enter careers or continue their education and training in these professional fields.

SUGGESTED GOALS

Students will be able to apply accounting principles and practices.

Students will be able to apply business principles to the solution of business-related problems.

Students will be able to apply the entry-level employment skills in bookkeeping and accounting occupations.

Students will be able to evaluate opportunities for employment and training in terms of personal capabilities.

Students will be able to demonstrate personal and social behavior acceptable in the accounting profession.

SUGGESTED FEATURES

Occupational exploratory experiences in grades 7-10 help students develop career goals and plans. Courses in general business, business English, mathematics and science provide valuable experiences leading to the accounting cluster in grades 11-12.

Learning experiences are conducted in a flexible lab situation to provide extended time for special projects. Subjects and courses providing special and related competency development include

Bookkeeping-Accounting
Laboratory Experiences
Business and Office Machines
Business Mathematics
Data Processing and Computer Technology
Typewriting
Business Communications

Cooperative work experience is a part of the cluster.

An active vocational student organization is integrated into the program.

RESOURCES

Advisory Committees in Career Education (1973)

Cluster Implementation Guide (1973)

Curriculum Guide for Accounting Occupations (1973)

Office Occupations Assessment Guide for Accounting, Clerical, Steno-Secretarial Cluster Programs: A Planned Approach to Program Development (1976)*

AGRICULTURE OCCUPATIONS

PURPOSE

A district *may* include agriculture occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Agriculture occupations in secondary schools develops the skills, knowledge and attitudes to prepare students for entry-level employment or advanced training in agriculture.

SUGGESTED GOALS

Students will be able to qualify for employment in production agriculture occupations.

Students will be able to qualify for employment in off-farm agribusiness occupations.

Students will be able to evaluate opportunities for employment and training in production agriculture occupations.

Students will be able to evaluate opportunities for employment and training in off-farm agribusiness occupations.

SUGGESTED FEATURES

The agriculture cluster, integrated with youth leadership activities (e.g., FFA–Future Farmers of America), provides the skills and knowledge common to both production and off-farm agriculture occupations. The areas of instruction are animal science, soil science, plant science, agriculture mechanics, agriculture business management and leadership and personal development. Specialization in specific areas is provided through advanced courses (grades 11-12) and supervised occupational experiences.

The agriculture cluster is generally a three- or four-year program emphasizing common skills and knowledge the first two years and specialization the last one or two years. Supervised occupational experience is emphasized for both productive projects and work experience programs. The agriculture cluster has

a summer program plan developed and approved

instruction based on the six major competency areas of agriculture (animal science, plant science, soil science, agriculture mechanics, agriculture business management and agriculture leadership)

a core curriculum provided for grades 9-10

training agreements written for students in work experience

opportunities for students to participate in occupational experience (supervised projects; work experience; cooperative, general and simulated exploratory experience in laboratory or on land laboratory)

appropriate field trips

community resources used

students applying reading, speaking and writing skills when performing their assignments

Provisions are made for grade 9 or 10 instruction in agriculture in addition to the grade 11-12 cluster.

Provisions are made for a qualified agriculture instructor to supervise occupational experiences over twelve months.

Provisions are made for FFA to be an integral part of the instruction and for a qualified agriculture instructor to serve as chapter advisor.

RESOURCES

Advisory Committees in Career Education (1973)

Assessment Instrument for Vocational Agriculture Programs (1974)*

Cluster Implementation Guide (1973)

Curriculum Guide for Agriculture (reprinted 1974)

CLERICAL OCCUPATIONS

PURPOSE

A district *may* include clerical occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Clerical occupations in secondary schools provides students with entry-level skills and competencies required for employment within the general office field or for further training and specialization.

SUGGESTED GOALS

Students will be able to qualify for employment in general clerical occupations.

Students will be able to qualify for advanced career development in post-secondary training.

Students will be able to evaluate opportunities for employment and training in terms of personal interests and capabilities.

Students will know the basic functions of office work and its place in the overall structure of a business operation.

Students will be able to interpret data in relation to decision making and problem solving in office layout and work flow.

SUGGESTED FEATURES

Occupational exploratory experiences in grades 7-10 help students develop career goals and plans. Courses in general business, business English, mathematics and science provide valuable experiences leading to the general office training cluster. Occupational speciality courses in grades 11-12 develop competencies for entry-level jobs in the clerical field. In addition to beginning courses in typewriting, record keeping and office practice, sufficient time is needed for advanced training and development.

Individualized instruction, simulations and other innovative methods are necessary parts of the major areas of study:

Typewriting
Office and Business Machines
Data Processing
Record Keeping
Office Procedures and Practices
Office Communications

Cooperative work experience is available to students in this cluster.

An active vocational student organization (e.g., FBLA–Future Business Leaders of America) is integrated into the instruction.

RESO

Advisory Committees in Career Education (

Cluster Implementation Guide (1973)

Curriculum Guide for Clerical Occupations

Office Occupations Assessment Guide for A
Programs: A Planned Approach to Program

RESOURCES

Education (1973)

1973)

Occupations (1971)

Guide for Accounting, Clerical, Steno-Secretarial Cluster
to Program Development (1976)*

CONSTRUCTION OCCUPATIONS

PURPOSE

A district *may* include construction occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Construction occupations in secondary schools prepares students with skills, knowledge and attitudes related to a variety of occupations found within the construction industry.

SUGGESTED GOALS

Students will be able to qualify for employment or advanced training in a building construction occupation.

Students will know the employment opportunities and sources of employment information in the building construction industry.

Students will know how to use basic building construction tools, materials and communication skills.

Students will value safety and know specific safety aspects associated with building construction occupations.

Students will be able to identify the interdependent relationships among various construction occupations.

Students will know how labor, management and professional organizations have influenced individuals and the construction industry.

Students will know simple economics of the building construction industry and the role that each participant contributes toward its maintenance.

Students will value the industry, fellow workers and the community.

SUGGESTED FEATURES

The construction curriculum at the secondary level is developed in harmony with the Oregon career education concept; it is a two-year program with provisions for cooperative work experience during the senior year. Initial instruction is an introduction to many building construction occupational materials, processes and techniques; this is followed by specialization within the construction cluster. The core of the construction cluster is the common knowledge and skills among the key occupations in the *Curriculum Guide for Building Construction.* The key occupations are carpenter, iron worker, trowel worker, pipe worker, painter, roofer and floor coverings worker. The curriculum incorporates individualized instruction, interdisciplinary activities and coordination with exploratory and post-secondary experiences. Projects and other learning activities utilized in the instructional program reflect true industrial product applications and requirements.

Youth leadership activities (e.g., VICA–Vocational Industrial Clubs of America) are integral parts of the curriculum.

RESOURCES

Advisory Committees in Career Education (1973)

Assessment Guide for Building Construction Programs (1974)*

Cluster Implementation Guide (1973)

Curriculum Guide for Building Construction (1972)

DIVERSIFIED OCCUPATIONS

PURPOSE

A district *may* include diversified occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Diversified occupations in secondary schools helps students with an identified occupational interest who have no specific cluster or other vocational experience available to them. Activity-oriented, guidance-based occupational education and related work experience on an individualized basis aims at developing relevant skills, knowledge and attitudes in the area of interest.

SUGGESTED GOALS

Students will be able to weigh their interests, aptitudes, abilities and educational background in selecting a career.

Students will be able to apply job search techniques.

Students will be able to succeed on a job.

Students will value safety as it relates to careers.

Students will value continual learning both on and off the job.

Students will know the influence that labor unions have upon a career interest.

Students will be able to analyze the organizational patterns of a business.

Students will be able to select alternative career goals as a means of dealing with successful fulfillment of established primary goals.

SUGGESTED FEATURES

All students in grades 11-12 enrolled in diversified occupations have a regularly scheduled class coupled with a related work experience. An organized plan provides

related information pertaining to most employment
individualized occupational information projects
progressive and realistic work experience pertaining to students' career interests
systematic occupational counseling

A common class, which meets regularly, is provided for students to pursue their individual occupational interest(s).

The instructor-coordinator of diversified occupations regularly visits students on their jobs. Planned, sequential series of experiences are available for each student in work experience, including training plans. Training agreements for each employed student are recorded at school. And students in diversified occupations are given regular individual occupational counseling as part of their instruction.

RESOURCES

Advisory Committees in Career Education (1973)

An Assessment for Cooperative Work Experience Education (1973)*

Cluster Implementation Guide (1973)

Diversified Occupations: The Bridge Between the Academic and Reality (1975)*

Planning, Implementing, Evaluating Work Experience Program/s/ (1974)
Commonly known as *Cooperative Work Experience Coordinators Manual.*

ELECTRICAL-ELECTRONICS OCCUPATIONS

PURPOSE

A district *may* include electrical-electronics occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Electrical-electronics occupations in secondary schools prepares students with skills, knowledge and attitudes related to a variety of activities within the electrical-electronics industry.

SUGGESTED GOALS

Students will know various career opportunities in the electrical-electronics field.

Students will be able to define and prepare plans for their future in the chosen electrical-electronics occupation.

Students will be able to identify the common tools and equipment electrical-electronics workers use.

Students will know the general common characteristics of electrical-electronics systems.

Students will be able to demonstrate various techniques and procedures to diagnose electrical-electronics systems.

Students will be able to use materials and equipment safely.

Students will be able to demonstrate the application of first aid skills.

Students will be able to apply leadership skills needed in electrical-electronics occupations.

SUGGESTED FEATURES

Electrical-electronics occupations is based on the competencies accepted as vital to employment and advancement in this field. Subject matter progresses from simple to complex and includes entry-level job preparation, career development and occupational specialties. Shop safety—safe working habits and safety consciousness—is emphasized. Students' occupational objectives are met through flexible programming and individualized instruction. Allied courses provide additional support, and curriculum includes an effective cooperative work experience program.

The Vocational Industrial Clubs of America (VICA) is an integral part of the curriculum.

RESOURCES

Advisory Committees in Career Education (1973)

Assessment Manual for Electrical Cluster Program Planning (1975)

Cluster Implementation Guide (1973)

Curriculum Guide for Electricity-Electronics (reprinted 1974)
Soon to be replaced by *Curriculum Guide for Electrical Occupations.*

FOOD SERVICES OCCUPATIONS

PURPOSE

A district *may* include food services occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Food services occupations in secondary schools provides students with skills, knowledge and attitudes necessary for entry-level employment or advanced training in a food services occupation.

SUGGESTED GOALS

Students will be able to apply skills in human relationships and communications when working with employers and the public.

Students will know the scope of the food services industry.

Students will be able to apply skills in sanitation and safety practices as related to the food services industry.

Students will be able to apply the principles of food preparation and serving.

Students will be able to apply the skills of food services management.

Students will be able to qualify for employment or continuing education.

SUGGESTED FEATURES

The food services cluster is a two-period, two-credit per year course and offers a one- or two-year sequence at grades 11-12. Content includes concepts and functions common to food services occupations in the areas of human relations and communications, sanitation and safety, preparation and serving foods, and management. Patterns of organization may vary according to local school needs, facilities and depth of program. A plan is available for periodic assessment by knowledgeable review teams.

Personnel (e.g., instructors and cafeteria employees) work together as a team.

RESOURCES

Advisory Committees in Career Education (1973)

Assessment Instrument for Food Service Cluster Programs (1973)*

Cluster Implementation Guide (1973)

Curriculum Guide for Food Service Occupations (reprinted 1974)

FOREST PRODUCTS OCCUPATIONS

PURPOSE

A district *may* include forest products occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Forest products occupations in secondary schools provides students with skills, knowledge and attitudes related to managing and harvesting forests, and to the processing of the raw materials into a diversity of products in a variety of manufacturing plants.

SUGGESTED GOALS

Students will be able to qualify for employment in a forest products occupation.

Students will be able to qualify for career development at the post-secondary level.

Students will know economic relationships as they affect the role of citizen and worker.

Students will be able to apply safe working habits.

Students will be able to apply math skills essential to forest products mensuration and inventory procedures.

Students will be able to apply human relationship skills in dealing with others and to communicate orally and in writing.

SUGGESTED FEATURES

The forest products cluster is organized from data derived from the *Curriculum Guide for Forest Products.* Key occupations include forestry aide, logger, sawmill worker, veneer operations worker, plywood mill worker, composition board mill worker, wood worker, machine operator, woodworking mill hand, pulp and panel worker, and grade tester.

The forest products cluster curriculum is a two-period, one- or two-year sequence to prepare students to enter a wide variety of forest-related occupations. The curriculum is project-oriented, with a recommended core for both the one- or two-year programs. Variances within the program reflect both students' interests and objectives and needs of the local industries. Cooperative work experience is an integral part of the program.

RESOURCES

Advisory Committees in Career Education (1973)

Assessment Instrument for Forest Products Programs (1971)*

Cluster Implementation Guide (1973)

92

Curriculum Guide for Forest Products (1972)

Forest Products Cluster: A Suggested Forest Products Core Curriculum (1974)*

GRAPHIC COMMUNICATIONS OCCUPATIONS

PURPOSE

A district *may* include graphic communications occupations in its curriculum to satisfy state units of credit, state goals and its own district goals. Graphic communications occupations in secondary schools provides students with skills, knowledge and attitudes related to a variety of occupations in the graphics industry.

SUGGESTED GOALS

Students will know career opportunities in graphic communications.

Students will be able to apply the principles of safety and safe working habits at their work stations.

Students will be able to qualify for employment in the field of design.

Students will be able to select and use the proper tools and equipment for visual imagery.

Students will be able to read literal and symbolic information and apply this information to catalogs, manuals, charts, drawings and diagrams.

Students will be able to demonstrate preproduction and production techniques.

Students will be able to apply binding, finishing and packaging techniques.

Students will be able to apply leadership skills in graphics occupations.

SUGGESTED FEATURES

The graphic communications cluster is based on occupational competencies accepted as vital to employment success. The subject matter includes entry-level job preparation, career development and occupational specialities. Shop safety—safe working habits and safety consciousness—is emphasized. Students' personal objectives are met through individualized instruction and supporting instruction for allied courses. The curriculum includes an effective cooperative work experience program.

The Vocational Industrial Clubs of America (VICA) is an integral part of the curriculum.

RESOURCES

Advisory Committees in Career Education (1973)

Cluster Implementation Guide (1973)

A Curriculum Guide for Graphic Communications Occupations (available 1979)

HEALTH OCCUPATIONS

PURPOSE

A district *may* include health occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Health occupations in secondary schools provides students with knowledge and skills related to diagnostic, therapeutic, preventive, restorative, rehabilitative and health maintenance occupations for the health care delivery system.

SUGGESTED GOALS

Students will be able to apply concepts of health-related subjects such as science, math and communications.

Students will be able to apply skills to function as a person and as a member of a health team.

Students will be able to apply communication skills with patients, health team members, health facility administrators and persons in the community.

Students will be able to perform personal and supportive health care tasks for patients of all ages.

Students will know the various occupational roles in the total health care industry.

Students will know and value the importance of the professional and ethical behaviors of a health worker.

Students will be able to apply communication skills and benefits of positive human relationships to self and others.

Students will know a vocabulary of medical terminology and common abbreviations used in the health indust.y.

Students will know the importance of asepsis and will be able to apply it in all health services.

Students will be able to apply the knowledge and skills common to most health services.

SUGGESTED FEATURES

Curriculum is organized in a sequential manner and based on competencies needed for employment in a single occupation or cluster. Content includes such areas as body structure and function, microbes and disease, health team relations, patient relations, and health care skills. Sequences vary from one to two years in length. To become well oriented to the broad scope of career opportunities in the health field, provision is made for students to explore several health occupations related to their occupational objectives.

95

Curriculum reflects consideration of state and national standards, certification requirements and licensure laws relating to a large number of occupations within the health field.

Actual or "live lab" experiences in clinical and community facilities are integral components of regular instruction and are planned, coordinated and supervised by qualified health occupations education personnel.

The school has a written agreement with all participating health agencies which have students involved in clinical experiences. The agreement reflects responsibilities of the school and the health agency in areas of instructional planning, supervision of students, assignments, use of agency facilities and liability insurance.

RESOURCES

Advisory Committees in Career Education (1973)

Cluster Implementation Guide (1973)

Curriculum Guide for Health Occupations (reprinted 1974)

Health Occupations Cluster Program Assessment Instrument for Secondary Schools (1973)*

INDUSTRIAL MECHANICS OCCUPATIONS

PURPOSE

A district *may* include industrial mechanics occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Industrial mechanics occupations in secondary schools provides students with opportunities to acquire mechanical skills, knowledge and attitudes necessary for initial employment or additional training.

SUGGESTED GOALS

Students will be able to qualify for employment in industrial mechanics or related occupations.

Students will know the various job opportunities in industrial mechanics and related occupations.

Students will be able to plan their future in their chosen occupation.

Students will be able to use the common tools, equipment and machinery of industrial mechanics in a safe manner.

Students will be able to use a variety of common techniques and procedures for diagnosing various mechanical, hydraulic and electrical systems.

Students will be able to use materials and equipment safely.

Students will be able to apply first aid and use safety equipment and materials.

Students will understand common economic concepts and principles.

Students will be able to utilize leadership skills at work and in the community.

SUGGESTED FEATURES

The industrial mechanics cluster emphasizes common and specific competencies in key mechanic occupations. The curriculum is organized to direct students from a series of simple to advanced experiences in the initial skills and knowledge common to several key occupations. It follows the specifications for each element in *Curriculum Guide for Industrial Mechanics*. It provides instruction on a variety of working mechanical, electrical and fluid power systems. When mastery of common competencies is achieved, students are offered advanced instruction in any of the key occupations. Instruction is individualized and offers a sufficient amount of hands-on learning experiences over a period of two to four school years to allow each student to develop a core of identified mechanic competencies. Group and individual occupational objectives are also met by providing allied supporting courses, work experience and leadership experiences as an integral part of the total program.

The Vocational Industrial Clubs of America (VICA) is an integral part of the curriculum.

RESOURCES

Advisory Committees in Career Education (1973)

Cluster Implementation Guide (1973)

Curriculum Guide for Industrial Mechanics (1974)

Industrial Mechanics Assessment and Planning Manual (1975)*

98

MARKETING OCCUPATIONS

PURPOSE

A district *may* include marketing occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Marketing occupations in secondary schools provides students with entry-level competencies for employment in related fields and competencies for further specialization and training.

SUGGESTED GOALS

Students will be able to qualify for employment in a distributive occupation.

Students will be able to qualify for more advanced career development in secondary school and in other post-secondary alternatives.

Students will be able to evaluate opportunities for employment and training in terms of personal interests and capabilities.

Students will be able to apply job search techniques.

Students will know common economic relationships affecting them as citizens and workers.

Students will be able to interpret data in management aspects of marketing at the middle or lower management level.

Students will be able to apply leadership skills in occupational, social and civic responsibilities.

Students will know the purpose and interrrelationships of the various institutions engaged in distribution.

SUGGESTED FEATURES

Marketing occupations is based on common competencies necessary for employment in distributive occupations. Subject matter progresses in depth from entry-level job preparation competencies to career development and on through job specialization. Variances within the curriculum reflect students' abilities and occupational objectives. Activities involved in marketing goods and services represent the core of instruction which is supported by social skills. Curriculum contains competencies in such areas as selling and sales promotion, buying and pricing, merchandising, market research, human relations and management fundamentals.

Curriculum contains elements of classroom instruction, well-planned on-the-job training, and supervised work experience and leadership training through a vocational student organization (DECA–Distributive Education Clubs of America). Programs may vary in

length from one to two years, with cooperative work experience an integral part of the second year of a two-year program. In cases of limited community resources or specialized student needs, the project method may be utilized. Provision is made for adequate supervision of work experience and for a qualified instructor to serve as chapter advisor to DECA.

Laboratory experiences are provided to support academic learning with "learning by doing" and DECA activities integrated into the curriculum. Cooperative work experience is closely related to the school curriculum and to students' occupational objectives. A close relationship is maintained with the business community to provide realistic projects and up-to-date curriculum written in perfo... nce terms that are logical and adequate in scope and sequence. Students are encouraged to apply skills in listening, speaking, reading and writing when applicable to the subject matter.

Operation of a school store is integrated into instruction to enhance the curriculum and student career objectives.

RESOURCES

A Career Centered Learning Environment: Suggestions for Developing and Using a Marketing Laboratory Including a Student Store (1974)

Advisory Committees in Career Education (1973)

A Planned Approach to Program Development: The Model Marketing Cluster Program (1972)

Cluster Implementation Guide (1973)

Something in Common: An Employers Orientation and Reference Guide to Cooperative Work Experience in Marketing (1975)

METALS OCCUPATIONS

PURPOSE

A district *may* include metals occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Metals occupations in secondary schools provides students with skills, knowledge and attitudes related to a variety of metals occupations.

SUGGESTED GOALS

Students will be able to qualify for employment or advanced training in the metals industry.

Students will know of the employment opportunities and sources of employment information in the metals industry.

Students will know how to use common tools, materials and communication skills of the metals occupations.

Students will value safety consciousness associated with the metals occupations.

Students will know the influence of labor, management and professional organizations within the metals industry.

Students will know common economics involved in maintaining a metals business and roles participants contribute toward its maintenance.

Students will value the industry, fellow workers and the community.

SUGGESTED FEATURES

Curriculum is developed in harmony with the Oregon career education concept. Initial instruction in secondary schools introduces many metals occupations, materials and processes. Specialized instruction follows in grades 11-12. The core of instruction is the common knowledge and skills among the key occupations identified in the *Curriculum Guide for Metals*: machinist, welder, sheet metal worker, general foundry worker, auto body repair worker. The curriculum incorporates individualized instruction, interdisciplinary activities and coordinates with exploratory and post-secondary instruction. Projects and other learning activities reflect true industrial product applications and requirements. The cluster is designed as a two-year curriculum with provisions for cooperative work experience during the senior year.

Youth leadership activities (e.g., VICA–Vocational Industrial Clubs of America) are integral parts of the metals cluster and are organized in accordance with national guidelines.

RESOURCES

Advisory Committees in Career Education (1973)

Assessment Instrument for Metals Cluster Programs (1974)*

Cluster Implementation Guide (1973)

Curriculum Guide for Metals (1974)

SERVICE OCCUPATIONS

PURPOSE

A district *may* include service occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Service occupations in secondary schools provides students with opportunities to gain appropriate skills, knowledge, attitudes and experiences essential to functioning effectively in the service occupations.

SUGGESTED GOALS

Students will be able to qualify for employment in a service occupation.

Students will be able to qualify for admission to advanced service occupations instruction.

Students will be able to apply oral and written communications to service occupations.

Students will know the occupational roles in the service occupations.

Students will be able to conduct an effective job search.

SUGGESTED FEATURES

The curriculum is developed from a competency-based needs analysis for a group of closely related occupations. Four major components include social services, protective services, personal services and educational services. Programs are two years in length, with the first year providing core instruction and the second year addressing specific career development. Cooperative work experience is an integral part of service occupations, and training plans are developed for each cooperative work experience station and utilized in relationship to students' tentative career choices.

RESOURCES

Advisory Committees in Career Education (1973)

Assessment Instrument for Service Occupations Programs (1975)*

Cluster Implementation Guide (1973)

Curriculum Guide for Service Occupations (1976)

Service Occupations Educational Activities Guide (1976)*

STENO-SECRETARIAL OCCUPATIONS

PURPOSE

A district *may* include steno-secretarial occupations in its K-12 curriculum to satisfy state units of credit, state goals and its own district goals. Steno-secretarial occupations in secondary schools provides students with skills and competencies needed for entry-level jobs in the secretarial field.

SUGGESTED GOALS

Students will know the duties and responsibilities of workers in offices.

Students will be able to make decisions related to office layout and work flow.

Students will know the principles and practices of communications in business and office work.

Students will be able to qualify for employment in the steno-secretarial field.

Students will know the habits and traits to function effectively with fellow employees.

Students will be able to evaluate opportunities for employment and training in terms of personal interests and capabilities.

Students will be able to apply grooming practices and possess habits commensurate with business and office standards.

SUGGESTED FEATURES

Occupational exploratory experiences in grades 7-10 help students develop career goals and plans. Courses in general business, business English, math and science provide valuable experiences leading to secretarial training. Occupational speciality courses in grades 11-12 develop skills and competencies needed for entry-level jobs in the steno-secretarial field. In addition to beginning courses in typewriting, record keeping and office practice, sufficient time is needed for advanced training and development. Individualized instruction, simulations and innovative methods are effective approaches to these major areas of study:

Typewriting
Office and Business Machines
Data Processing
Record Keeping
Shorthand
Office Procedures
Business Communications

Cooperative work experience provides excellent training opportunities when well planned and supervised.

An active vocational student organization (e.g., FBLA–Future Business Leaders of America) is integrated into the program.

RESOURCES

Advisory Committees in Career Education (1973)

Cluster Implementation Guide (1973)

Office Occupations Assessment Guide for Accounting, Clerical, Steno-Secretarial Cluster Programs: A Planned Approach to Program Development (1976)*

Steno-Secretarial Curriculum Guide (1971)

SUPPORT PROGRAMS

ADMINISTRATION

PURPOSE

Administration provides the best possible instructional and support programs for *all* school-age children in the district. It provides the best possible organization and personnel to meet the requirements of state and federal agencies and the wants of local citizens with the resources available.

SUGGESTED GOALS

Students will receive instruction and leadership for outcomes expected of them from the best qualified personnel available.

Staff and community will be provided educational leadership from the best qualified personnel available.

Students, staff and community will have policies and regulations implemented to meet all state and federal requirements.

Students, staff and community will have policies and regulations implemented for equal opportunities in instruction, employment and due process.

Students, staff and community will have policies and regulations implemented to govern recruiting, employing, improving, evaluating, promoting and retaining staff.

Students, staff and community will have policies and regulations implemented to promote liaison relationships between the local board and its employees (and the community).

Students, staff and community will receive proper and efficient management and accounting of district financial and other resources.

SUGGESTED FEATURES

POLICIES AND REGULATIONS

Well-thought-out school board policies, with suitable administrative regulations (or rules) for their implementation, make the difference between efficient and questionable district decisions and actions.

A local board *adopts* policies. It *approves* regulations. School board minutes clearly show regulations approved in a manner consistent with policies adopted.

The chief administrator involves representative certified and classified staff in developing policies and regulations to present to the school board. Policies and regulations may be coded in any way locally acceptable; but they are logically and consistently organized and provide for all possible circumstances that may confront the board in its operating the district's business. Copies of all policies and regulations are placed in each school office and library and in offices of other district facilities. Where they are available is made known to the public, and the public is encouraged to refer to them.

Policies and regulations clearly show their relationships to collective bargaining agreements.

Policies provide for annual review of all policies and regulations, preferably at a stipulated time giving new board members and new employees opportunities to study them prior to their assuming assignments. Policies and regulations relating to staff are likewise reviewed annually to correct for changed circumstances or for alterations in district bargaining agreements. The chief administrator has a process to assure every employee's having a personal copy and its contents being explained to new staff members and changes called to attention of returning staff members.

PERSONNEL POLICIES

Personnel policies must exist in such form that employees and the school board can turn to them and get clear indications of what is expected. Good personnel policies, when followed exactly, help leaders anticipate difficulties and plan constructive ways to meet them when they occur.

Personnel policies provide for position descriptions properly describing the responsibilities of each position on the district payroll. These descriptions serve as guides for announcing vacancies and for deciding whom to employ, what their assignments are, how to evaluate their performances, and other items affecting authority and responsibility.

Personnel policies clearly provide for employees' benefits, other than those included in the collective bargaining agreement. The agreement itself usually outlines the employment benefits provided. District policies should probably not include them, for they may change more often than the policies. The agreement, with the policies, forms the basis for having in the district annual budget the funds needed to provide economic benefits to employees, to arrange for in-service activities and otherwise to meet the needs of the district as they relate to staff services.

Personnel policies must provide for a district position in support of state and federal affirmative action requirements. Policies and regulations must also provide a clear plan showing how the district will recruit, assign, evaluate, promote and retain or dismiss employees. The plan shows how the district will provide in-service opportunities, and it sets appropriate goals in a time frame for bringing the district into compliance with affirmative action and equal employment opportunity requirements.

PERSONNEL FILES

Personnel files for employees are kept in the central office. They include preemployment (recruitment) documents, correspondence exchanged leading to employment, types of certificates held, initial and subsequent assignments in the district, signed copies of annual and other evaluations, in-service activities and professional growth, letters or papers employees and administrative personnel exchanged, and honors, noteworthy achievements and letters of commendation or complaint. Contents of files are open to employees and others as provided in board policies clearly indicating conditions when this may be possible. Files are reviewed and purged as provided by law, bargaining agreements or board policies.

Files of employees are secure from casual eyes or from examination by unauthorized persons in keeping with confidentiality requirements.

OPEN MEETINGS AND DUE PROCESS

Policies and regulations call for proper use of the open-meeting law and for executive sessions for discussion of personnel matters. Board and staff follow these procedures in manner consistent with the public's right to know as expected by the Oregon "open-meeting law" (192.610-690). Students, staff and community have policies and regulations implemented to promote liaison relationships between the local board and its employees (and the community).

Policies and regulations clearly indicate intents of the district to provide all elements of due process required by Oregon laws and regulations, federal laws and regulations, and court decisions. Clear and consistent evidence shows these procedures have been followed when issues occur. The hearings process and requirements are anticipated, and the board and administrative staff conduct such meetings in a manner outlined in policies and regulations.

EQUAL OPPORTUNITIES

District educational philosophy reflects an appreciation for and a recognition of the necessity of providing help to students who have special learning needs based on their physical, emotional or mental handicaps, their special strengths and abilities, and their individuality as people. To the extent sex, race, linguistic or cultural backgrounds create needs for special support, the district is committed to meeting them.

Conversely, district plans and activities are marked by an absence of guidance, selection and assignment of students based on assumptions that students' special backgrounds would make them ineffective in a class, group or activity. Enrollment procedures identify groups with special needs so that the district may design its programs and facilities appropriately. Staff selection procedures help identify special skills among applicants that would make applicants particularly well-qualified to work with physically handicapped, emotionally handicapped, culturally different, linguistically different, able and gifted, and all students for a proper awareness of their sexual identity.

District curriculum development activities—including course design, course offerings, admission practices, prerequisites, text and other media selection processes and class evaluation procedures—reflect positive appreciation of students in their roles as individuals, their racial and cultural backgrounds, and their linguistic ability.

District in-service programs include sessions to aid staff in better working with students with special or unique strengths, abilities, handicaps or roles.

Co-curricular student activities assure the special needs, abilities, handicaps or roles of all students are considered as part of the decision-making process.

The general district climate is characterized by attitudes of faculty and students accepting and appreciating each other as individuals.

ACCOUNTING OF STUDENT ACTIVITY FUNDS

A school budget is the board's policy in dollars and cents. Citizens and administrators may now see how much instructional and support programs cost and where dollars are being spent as Oregon schools shift to program budgeting and accounting (see *Program Budget Manual . . .*, page 112 herein).

Policies and regulations for co-curricular student activities identify specific purposes and methods for expending co-curricular student activity funds. School-sponsored activities are provided for student motivation, enjoyment, vocational exploration and skill improvement.

Policies and regulations

define co-curricular student activity funds as those *collected by and for school-approved student groups* (excluding general fund money)

name specific activities funds may be used for

assign administration of funds to individual schools

specify personnel authorized to approve expenditures

provide for acceptable accounting procedures

RESOURCES

AVAILABLE IN THE PMAC (Personnel Management Advisory Committee) SERIES

A Suggested IED Table of Contents and Model Personnel Policies (reprinted 1976)

Discussing Personnel Matters During Board Meetings (1974)

Employment Procedures and Application Forms (reprinted 1976)

Equal Opportunities in Education: Instruction and Employment (1977)

Evaluation Guidelines for School Personnel (revised 1977)

Commonly known as *Staff Evaluations.*

Forced School Closure (available 1977)

Glossary of Terms (reprinted 1977)

Health and Safety (1976)

Leave of Absence Policy (1973)

1973 Guidelines and Model Policies (1974)

Position Descriptions (reprinted 1977)

Reduction in Force (1977)

Required School Posting (available 1977)

School Employees Retirement (1976)

Suggested Calendar of Yearly School Board Activities (revised 1976)

Table of Contents (1970)

Teacher Personnel Files (1973)

AVAILABLE BESIDES THE PMAC SERIES

A Guide for the Conduct of School Hearings (reprinted 1976)

"How to Run an Efficient and Effective Student Activities Program" by Richard A. Gorton (1976)

Reprinted from the *NASSP Bulletin* (December 1976) and available from the Office of Student Activities, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.

Oregon School Bond Manual (revised 1977)

Program Budget Manual: A Guide for School Districts (reprinted 1977)

School District Records Management: Schedule for Record Retention and Disposal (revised 1977)

AUXILIARY SERVICES

Support programs perhaps sometimes not thought to influence instructional programs include custodial services, facilities, safety, school food services and transportation. From maintaining buildings and grounds to getting students there safely, each program does influence instruction. Each aims to make learning easier and safer.

CUSTODIAL SERVICES

PURPOSE

Custodial services assure maintenance of conditions conducive to the health, safety and comfort of all persons who use or visit the school premises.

SUGGESTED GOALS

Students, staff and community will be provided clean, safe and esthetic buildings and grounds suitable for outcomes expected from student, staff and community use.

Students, staff and community will be provided efficient cleaning and repair services.

SUGGESTED FEATURES

The district has written duties and responsibilities for custodial and maintenance personnel to facilitate uniform performance in each building and its surrounding areas. Similarly, the district has written schedules for cleaning and maintenance, and a written comprehensive preventive maintenance plan.

Custodial personnel provide adequate daily and periodic cleaning and maintain adequate supplies of lavatory items. Custodial and maintenance services are efficiently operated and adequately equipped, and the district maintains an up-do-date supply inventory.

The district provides personnel with appropriate in-service opportunities, especially including custodial and maintenance personnel in school safety programs.

RESOURCES

Oregon Custodial Training Program: Housekeeping Methods and Materials (revised 1971)

FACILITIES

PURPOSE

Facilities provides for buildings and sites fitting for communities to do what they agree they want and need to do in and around them; by their nature, buildings and sites themselves influence education.

SUGGESTED GOALS

Students, staff and community will be provided buildings and sites creating comfortable, convenient and healthful physical environments responsive to educational, cultural and community needs and in harmony with the natural balance of ecology and the prudent use of energy and natural resources.

SUGGESTED FEATURES

SITE FACILITIES

The school site is appropriately located to relate well to its community structure—remote from industrial areas or other undesirable influences and accessible for community use. Its configuration and topography are appropriate, practical and pleasing. Development of the site is complete, practical, clearly defined and artful in terms of access and loading, parking, proper drainage, play yards and athletic facilities, and creative landscaping.

BUILDING FACILITIES

The building or complex meets the district's requirements and intentions expressed in its goals and accommodates the physical, human, cultural, educational, social and institutional needs. The facility is not luxurious, and need not be elaborate, but it is of good quality. It is safe and free from common hazards. It is responsive to the energy ethic.

The arrangement of building elements and interior spaces is logical, well-defined, convenient and pleasing. Interrelationships between activity areas and service spaces are meaningful, practical, logical and easily recognized. Traffic patterns are well-defined and do not disrupt instructional areas. The arrangement allows for expansion and flexibility of use to meet changing needs.

The general appearance is pleasing. The facility is a source of pride to the students, staff and community. Its architectural elements of balance, scale and proportion are harmonious. Its mass and volume are carefully sited and properly oriented to its natural and artificial environment. It complements the ecology and the community development.

The quality of space is appropriate to the activities served and consistent with its designed purpose. The size, shape, area, volume, colors and textures create environments which evoke human responses favorable to the housed activity. Spaces and their fixtures are properly scaled to the size of students using them. Noise is controlled and isolated. Room

acoustics are controlled to suit the activities housed. Art work of a high professional standard is present. Facility-originated noise, including the school signal system, is pleasing. Pleasant odors prevail.

The building materials composing finished surfaces are durable, practical, appropriate, of good quality and pleasing to the eye. The elements of color, texture and pattern are used creatively to form harmonious and pleasing environments.

The lighting system provides comfortable, glare-free illumination. Fixture type and arrangement are appropriate to the areas served, pleasing in appearance, quiet, durable, safe and easily controlled to provide appropriate intensities and effects. Both interior and exterior lighting enhances the premises as well as provides illumination. Natural light is controlled to produce glare-free conditions in all instructional spaces.

The heating/ventilation system provides an even and acceptably comfortable environment, is easily controlled, is visually, audibly and tactually inconspicuous, and satisfies energy use standards and ethics.

The facility is clean and orderly. All surfaces and items of equipment are maintained in good condition. Vandalism is not evident.

FURNISHINGS

Instructional furniture is properly scaled to the size of students, handsome, durable and of good quality. It is safe, stable and free of sharp corners or other potential hazards. It complements the instructional program it serves and enhances the space it occupies.

APPROVALS

School administrators, qualified educational consultants or others such as a special citizens committee produce the building program. The program defines and describes the architectural design problem in terms of present and possible activities necessary to achieve instructional and support goals. It avoids describing the design solution—i.e., materials, structural systems, equipment or rooms and furnishings. It describes the community uses to be served. It states budget limitations and establishes priorities. It indicates how various functions should relate to one another.

Preliminary drawings are artfully done to portray the feeling and character of the building, grounds and interior spaces. Outline specifications are concisely well-ordered to describe construction classifications and systems, finish materials, fixtures and furnishings, an explanation of the mechanical/electrical working processes (with an energy use budget) and special or unusual building features or systems. Alternate materials or systems may be listed. Contract documents (working drawings and specifications) are prepared by a licensed professional architect.

RESOURCES

Oregon Department of Education architectural consultant

School district architect

SAFETY

PURPOSE

Safety provides for satisfying moral and legal obligations for achieving and maintaining a hazard-free school environment for pupils, employees and visiting public. It provides for the necessary training and guidance to assure that all persons respond intelligently and constructively in emergencies.

SUGGESTED GOALS

Students, staff and community will have a comprehensive safety plan for maintaining life, limb and comfort and responsive to outcomes expected from students, staff and community use.

SUGGESTED FEATURES

EMERGENCY PLANS AND PROGRAMS

Instruction and drills prepare employees and students to cope with threats to life and limb. Safety policies, systems and programs promote favorable safety attitudes. School and district-wide safety committees, representative of the several instruction and work areas, assist in safety planning and evaluation. And the district uses community resources for its comprehensive safety program by establishing a school-community safety advisory committee, or by seeking help of safety personnel from industry and government agencies.

SAFETY INSPECTION PRACTICES

Thorough, formal inspections of buildings, grounds and equipment are completed at least once a month. Pupil transportation equipment is inspected daily by drivers. Dated, complete and accurate records of all safety inspections are maintained. District safety personnel periodically review safety inspection and hazard reports to assure that all hazards are eliminated.

Students, employees and visitors are encouraged to report safety hazards whenever observed. Staff assigned safety responsibilities act immediately to eliminate safety hazards.

ACCIDENT PREVENTION IN-SERVICE

Safety instruction is given to all persons working or studying where hazards may exist, with special attention to new employees and transfer students. Instruction covers hazards common to the activity or work assignment and safety measures to counteract hazards (including use of safety devices). Effective use is made of safety posters, warning signs or other safety displays. Safety consultant services are used for in-service training (including first aid).

ACCIDENT REPORTING SYSTEMS

Safety goals are established and all school personnel work to achieve an accident-free school environment. Periodic communications remind employees and students of the need to report all accidents promptly. The appointed safety officer investigates all reported accidents, and the safety committee, or other designated students and employees, periodically review accident reports to seek ways to improve safety. A record-keeping system and annual accident/injury record reporting tabulation is compiled for in-service and improvements.

SAFETY DEVICES, EQUIPMENT AND INSTRUCTION

Approved safety devices and equipment are installed or are readily available, and are used where recommended or required. Employees and students receive training in the use of protective devices and equipment prior to engaging in activities requiring safeguards.

Warning notices are posted to alert all persons of potential hazards and of protective measures to be employed. Emergency measures to be taken in the event of accidents are well-defined and posted. All students and employees working in hazardous areas are trained to act immediately in accord with well-defined emergency procedures in the event of accident, injury or malfunction of power equipment. Instructors and work supervisors are diligent in requiring students and employees to adopt safe activity and work practices.

RESOURCES

Accident Prevention Division, Training and Information Section, Workmen's Compensation Board, State of Oregon, 204 Labor and Industries Bldg, Salem 97310

Training workshops; film library; engineering advisory service; enforcement.

An Accident Prevention Program for School Shops and Laboratories: A Suggested Guide for School Administrators

Available from National Safety Council, 425 North Michigan Avenue, Chicago 60611.

Health and Safety (1976)

Office of State Fire Marshal, 103 Labor and Industries Bldg, Salem 97310

Safety advisory service; investigation; safety enforcement.

State Accident Insurance Fund (SAIF), Marketing and Services, SAIF Bldg, 400 High St SE, Salem 97312

Training services; courtesy inspections; statistical information; posters and signs.

SCHOOL FOOD SERVICES

PURPOSE

School food services provides for the regular nourishment of students. Nutritious meals in adequate surroundings promote physical, mental and social conditions necessary for best growth in academic achievement and interpersonal relationships.

SUGGESTED GOALS

Students will have opportunities to enjoy nutritious, well-balanced, appetizing and economical meals on a regular basis.

Students will experience wide varieties of foods and develop adventurous attitudes toward unfamiliar foods.

Students will have opportunities to enjoy and practice social graces in appropriate dining atmospheres.

Students will have opportunities to enrich their classroom instruction through participation in or study of practical examples in the school lunch program.

Students will be provided vocational learning experiences in the secondary schools.

Students, staff and community will receive efficient operation of school food services through properly equipped facilities and effective management.

SUGGESTED FEATURES

Students enjoy mealtime activities with consideration and respect for one another and with properly courteous manners in a relaxed, dignified and happy atmosphere. Students develop a sense of their own personal worth in relationship to their peers, their teachers and their society. Food services personnel have pride in themselves and in their activities.

Menus are planned to achieve the maximum esthetic appearance and nutritional content. Food is prepared and served in a manner to assure high quality at eating time. Delivery systems are planned and conducted to accomplish the shortest possible serving time (without participant harassment) to eliminate long, slow, restless lines.

Food services personnel and teaching staff work closely together in nutrition education and in making use of other learning opportunities available. They efficiently meet all state and federal requirements in the areas of meal and menu records, fiscal controls and accountability, free and reduced-price meals, civil rights, and sanitation and safety. Well-planned and equipped facilities are maintained as is a schedule for replacing and depreciating equipment. Opportunities and stimulus are provided for staff to participate in continuing education.

RESOURCES

Food Buying Guide for Type A School Lunches (1972)

Menu Planning Guide: The Type A Pattern (1974)

Quantity Recipes for Type A School Lunches (1971)

School Breakfast Menu Planning Guide (revised 1976)

Training consultants, films, slides and cassettes

All resources here available from School Food Services, Oregon Department of Education.

TRANSPORTATION

PURPOSE

Transportation equalizes and expands educational opportunities. As a result of consolidating and centralizing facilities, transportation provides for the safety and comfort of students who do not walk due to adverse conditions or distance. Exercise, safety, acceptable behavior, care of public property, courtesy and cooperation are reinforced.

SUGGESTED GOAL

Students, staff and community will be provided safe, efficient and energy-conserving pupil transportation commensurate with learning outcomes expected.

SUGGESTED FEATURES

Written policies anticipate and prevent pupil transportation problems

- in case of emergency or disaster
- because of adverse weather conditions
- in school bus safety and emergency evacuation
- for determining bus routes and bus stops
- for establishing maximum walking distances and exceptions because of extreme hazards to students
- for letting students off at other than their usual stops
- for special transportation for handicapped students
- for supervision of school loading areas
- for determining which roads are safe for school buses
- for determining eligibility to ride buses
- for handling school bus discipline
- for scheduling school opening and dismissals to permit maximum use of equipment
- for operating buses on private property
- for contract payments to persons for transporting students to school or bus stops if necessary

A sound preventive maintenance program insures that buses are in safe operating condition at all times. Driver inspections and annual inspections are required by regulation. A thorough inspection is conducted each time the bus is serviced. Operational procedures provide a method for drivers to report defects and be notified when defects are corrected.

Predriving instruction provides school bus drivers with necessary information for safe bus operation. All drivers receive in-service training annually. Large fleets increase transportation safety by maintaining an employee safety committee.

Student instructional programs include such items as safe bus riding practices, emergency evacuation in compliance with state regulations and district policy, instructions to several

passengers in each load on how to control the bus in the event of driver disablement, and informing students and parents about discipline problems.

Duties and responsibilities of bus drivers, mechanics, transportation supervisors, teachers, coaches, chaperones, administrators, school board and others involved in pupil transportation are stated clearly in writing. Special qualifications for drivers include training requirements, personal conduct, personal appearance and assignment to special trips. Provision is made for periodic review and assessment of school bus routes and stops with respect to safety hazards and maximum bus utilization. Provision is made for periodic assessment of school loading zones for safety and supervision of students. Preventive measures are taken to avoid bus overloads, including regular load counts, reporting and correcting overloading conditions, and limiting passengers on activity trips to vehicle carrying capacity. Special transportation arrangements are made for students with physical or mental handicaps as needed.

Records are maintained on individual vehicle operating costs (gas, oil, parts and supplies, maintenance labor, and reasons for repair), reimbursable and nonreimbursable mileage for each bus, and other records including students transported, student conduct, out-of-service time of each bus, and type of service to stalled vehicles.

School buses shall be protected by providing for adequate maintenance, shop facilities, necessary equipment, washing facilities and protected storage areas. A current parts inventory is maintained as needed. An adequate number of trained, experienced mechanics with adequate supervision is provided.

To reduce repair costs and insure safe, reliable transportation, a realistic replacement schedule will be followed.

RESOURCES

Emergency Procedures for School Bus Drivers (revised 1975)

Minimum Standards for Oregon School Buses: Revised 1972

Oregon Pupil Transportation Manual: 1976 Revised

Oregon School Bus Drivers Training Program (1975)

Instructor's manual on the core and advanced courses; student handbooks on the core course plus six advanced courses: laws and liability; special driving conditions and techniques; transporting exceptional students; field trips; brakes; power train. Available from Pupil Transportation Services Coordinator, Oregon Department of Education.

MEDIA

PURPOSE

Media provides instructional and other support programs maximum use of relevant media resources and facilities.

SUGGESTED GOALS

Students, staff and community will be provided educational media supportive of district, program and course goals.

Students, staff and community will be provided facilities adaptive to a variety of learning activities requiring media readily accessible.

Students, staff and community will be provided organized print and nonprint media and information on how to locate and retrieve them.

Students will be provided information to help them select, produce and use media to record and express ideas and knowledge.

Students will be provided experiences that promote lifelong habits and skills in using libraries and other resources to satisfy a variety of needs and interests.

SUGGESTED FEATURES

MEDIA CENTERS

Supplementary resources necessary to meet expected instructional outcomes are readily accessible. Print and nonprint materials are consistent with district goals and student enrollment. Print items include an ample supply and variety of books, newspapers, periodicals, encyclopedias, dictionaries, atlases and vertical file materials. Nonprint items include an ample supply and variety of audiovisual materials such as filmstrips, study print sets, art prints, audiotapes and discs, maps and globes. Films in sufficient number to serve the instructional and support programs are accessible through the district center or IED. Materials are catalogued and organized to ensure quick retrieval.

Media centers have

- sufficient total space to accommodate ten percent of the student body at one time
- acoustically treated floors and ceilings
- adjustable furniture and shelving for the sizes and age levels of students and sufficient to house the entire media collection
- a separate work area for processing and repairing materials; storage cabinets, shelving, work tables and running water are available

Media center specialists

- plan and implement the school media program

help shape and implement media selection policies

assist in selecting, organizing and administering all instructional equipment and materials in the school

supervise media center personnel

assist in curriculum development by serving as consultants and materials specialists to teachers and students and by informing staff of new developments in curriculum and media

help staff select, produce and adapt media appropriate for their instructional or support programs

serve as consultants to students and staff in developing media presentations and in producing local materials

develop, evaluate and manage the building media budget (consistent with district policy and in consultation with other staff)

assist in selecting other media personnel

MATERIALS SELECTION AND PURCHASE

Staff is involved in the materials selection process. Selection procedures include using standard bibliographic tools (e.g., reviews, recommended lists and special releases) and, when possible, examining materials prior to purchase.

Each school has written procedures for handling student, staff and community complaints concerning materials in its collection.

RESOURCES

Educational Media Specialists: Competencies for Basic Endorsement (1976)

Oregon Educational Media Association. Available from Media Specialist, Oregon Department of Education.

Guidelines for Oregon School Media Programs (1972)

Oregon Educational Media Association. Available from Media Specialist, Oregon Department of Education.

Media Programs: District and School (1975)

Available from American Library Association, 50 E Huron St, Chicago 60611 or Association for Educational Communications and Technology, 1201 Sixteenth St NW, Washington, DC 20036.

Oregon Media Handbook (available 1977)

Available from Media Specialist, Oregon Department of Education.

STAFF

PURPOSE

Staff provides complementary instructional and support assignments and processes. It seeks the best possible staff utilization within the limits of time, financial resources, legal requirements and other factors.

SUGGESTED GOALS

Students, staff and community will have procedures implemented for working with the board to identify goals and clarify means to attain them.

Students, staff and community will have staff positions filled by persons satisfying district selection criteria and state and federal requirements.

Students, staff and community will have staff assigned consistent with their qualifications, outcomes students will be expected to attain, other district criteria, and state and federal requirements.

Staff will be provided incentives for growth and performance improvement.

Staff will be evaluated upon criteria they have agreed to.

Staff will have procedures implemented for solving problems fairly and efficiently.

Staff will have procedures implemented for participation in decision making.

SUGGESTED FEATURES

STAFF SELECTION

Using well-defined position descriptions, administrators and department heads or supervisors interview candidates. They examine transcripts and recommendations to judge each candidate's training and experience.

Position openings are announced first to staff already employed, and incentives for advancement and new opportunities within the district are features of the selection process.

STAFF ASSIGNMENT

A district plan provides for regular review of staff needs. All staff have input. Safeguards against imbalance are included.

A district staffing plan identifies instructional and support service needs, certified and classified functions in those needs, and includes provisions to satisfy equal opportunity and affirmative action policies. Staffing ratios and formulas may serve as fiscal guides, but are subject to exception and liberal interpretation according to needs and identified priorities.

Class size, teaching load, case load and other factors of staff density are determined primarily from the best knowledge available from staff and relevant research data on what will best serve the needs.

Staff members are assigned to duties they are qualified to perform, consistent with certification requirements, contract agreements, program needs, personnel policies and individual preferences. Safeguards prevent staff being assigned duties outside their certificates, major or minor fields of study, or demonstrated proficiencies. Similarly, they are not assigned duties that detract from those they were employed to perform, that threaten their safety or well-being, or that demean.

PERSONNEL POLICIES

See page 110.

PERSONNEL FILES

See page 110.

EVALUATION

Evaluation procedures improve performance. Safeguards prevent their use as threats, as substitutes for disciplinary policy or as means of overlooking deficiencies. Specific procedures are utilized for each personnel category: administrators, coordinators, instructors, counselors, media specialists and other certified personnel; aides, secretaries, bookkeepers; custodians, cooks, drivers, maintenance workers; contractors. Evaluation procedures are based upon objective and qualified observation of prescribed job descriptions, upon agreed-to goals or objectives and upon contract specifications. They include ways staff may retrain or otherwise have alternatives besides termination.

PROFESSIONAL GROWTH

A district plans in-service for all personnel. Instructional, support and performance needs are identified, and appropriate professional or occupational growth opportunities are provided.

Staff members are encouraged to participate in educational leave, refresher courses, workshops and programs of professional organizations and educational agencies.

RESOURCES

AVAILABLE IN THE PMAC (Personnel Management Advisory Committee) SERIES

Discussing Personnel Matters During Board Meetings (1974)

Equal Opportunities in Education: Instruction and Employment (1977)

Evaluation Guidelines for School Personnel (revised 1977)

Commonly known as *Staff Evaluations.*

Health and Safety (1976)

Leave of Absence Policy (1973)

Position Descriptions (reprinted 1977)

School Employees Retirement (1976)

Teacher Personnel Files (1973)

STUDENT SERVICES

PURPOSE

Student services helps students understand and develop positive self-concepts, move through individual levels of development, cope with their environment, develop positive life/career goals and have access to adequate health services. Students develop their abilities to function effectively in the various life roles.

SUGGESTED GOALS

GUIDANCE AND COUNSELING

Students will receive assistance in making appropriate decisions in each area identified as statewide goals.

Students will receive assistance in obtaining information about self in order to make decisions.

Students will receive assistance in understanding opportunities and alternatives available in the educational programs.

Students will receive assistance in setting tentative career and educational goals.

Students will have opportunities to accept increasing responsibility for their actions.

Students will have assistance in learning to function effectively in interpersonal relations.

Students will be able to use school and community resources.

HEALTH SERVICES

Students will have their health status appraised.

Students, staff and parents will be informed of appraisal findings.

Students with handicaps will be identified.

Students will receive emergency service for injury or sudden illness.

Students will have a healthful environment.

SUGGESTED FEATURES

GUIDANCE AND COUNSELING

District services in the full guidance and counseling continuum, including services for parents (e.g., family consultation) and extensive use of community resources, are evident K-12. Adequate physical facilities, supplies and equipment are provided. A district director of guidance and counseling is assigned to coordinate the K-12 services. A district

or school guidance advisory committee composed of students, staff and community meets regularly to establish goals, review programs and interact with counseling staff. Services in each building are adjusted periodically to meet current needs as identified, and especially to help students with special needs (e.g., disadvantaged, handicapped, able and gifted). Roles and responsibilities of teachers in the guidance program are clearly stated in staff handbooks, and major guidance and counseling activities and procedures included in staff and student handbooks. Counselors skilled in group-counseling procedures involve students in group counseling as one means to help accomplish program goals.

Elementary services emphasize awareness of self, others and the environment, including the world at work. Services are characterized by developmental and preventive approaches to guidance and counseling. They help identify the guidance goals and strategies teachers use in classrooms. Elementary-level services emphasize the counselor as consultant to students, parents and staff.

Services at the secondary level emphasize life/career exploration in grades 7-9 and life/career preparation in grades 10-12.

Counselors cooperate with co-curricular student activities personnel to encourage students to become involved in student activities.

Adequate testing services are coordinated through the counseling staff. Counselors provide group and individual test interpretations to students, staff and parents. Program evaluation procedures include provisions for follow-up of dropouts and graduates. Placement activities meet the needs of students, dropouts and graduates.

Adequate clerical and paraprofessional staff free counselors to perform their professional responsibilities. Counselors provide regular in-service training and consultation for all district teachers.

Students are assured their communications with counselors are confidential.

HEALTH SERVICES

Health services represents one of three aspects of a total school health program: health services, health education and healthful living. All three promote and maintain the health of school-age children as determined by identified student needs and school and community resources.

Health services responsibilities may vary according to number and type of personnel involved–e.g., a director of school health services, a school nurse, a paraprofessional school health worker and a school physician. Minimum health services facilities include a room with cot and chair for receiving sick or injured students; hand-washing facilities nearby; twenty feet of space for vision screening; adequate light and ventilation; and adequate storage space for first aid supplies.

RESOURCES

"Guidelines for Developing a School Health Services Plan" (1977)

Available from Student Services, Oregon Department of Education.

Suggested Guide for School Districts: Student Records (revised 1977)

"Suggested Steps for Implementing Oregon Minimum Standards for Guidance and Counseling" (updated monthly)

Information packets including sample plans. Available from Student Services, Oregon Department of Education.

INDEX

A transition from *Elementary-Secondary Guide for Oregon Schools: Part I* to this *Part II* may be found in this index.

Minimum Standards for Public Schools (Chapter 581, Division 22, Oregon Administrative Rules 200-300) are on the left. Opposite most rules are pages complementing the rule–interpretations, descriptions, suggestions. Nothing opposite a rule means merely a complement has been thought unnecessary.

Rule	*Part II* Pages
581-22-200	
581-22-201	5-13; 15-32
581-22-202	
581-22-204	5-13; 15-32
581-22-206	5-13; 15-32
581-22-208	5-13; 15-32; 33-106; 107-130
581-22-218	5-13; 15-32; 33-106; 107-130
581-22-221	5-13; 15-32; 33-106; 107-130
581-22-222	5-13
581-22-224	
581-22-226	5-13; 15-32; 33-106; 107-130
581-22-228	5-13
581-22-231	5-13; 15-32
581-22-232	5-13
581-22-234	5-13
581-22-236	5-13; 15-32
581-22-238	109-112
581-22-241	109-112; 127-128
581-22-242	5-13; 109-112
581-22-244	
581-22-246	
581-22-248	109-112
581-22-251	5-13; 15-32
581-22-252	
581-22-254	129-130
581-22-256	129-130
581-22-258	
581-22-261	129-130
581-22-262	109-112; 127-128
581-22-264	109-112; 127-128
581-22-266	109-112; 127-128
581-22-268	125-126
581-22-271	125-126
581-22-272	125-126
581-22-274	117-118
581-22-276	117-118
581-22-278	117-118
581-22-280	119-120
581-22-282	119-120
581-22-284	119-120
581-22-286	119-120
581-22-288	119-120
581-22-292	123-124
581-22-294	123-124
581-22-296	123-124
581-22-298	121-122
581-22-300	115